

**WASHINGTON STATE
Workforce Training and
Education Coordinating Board**

BOARD MEETING AGENDA

WorkSource Everett
3201 Smith Avenue, Suite 114, Room 412
Everett, WA 98201
July 7, 2005

Approximate Time

Tab

8:30 a.m.	Welcome/Introductions Matt Bench, WorkSource Everett Director David Harrison, Board Chair <ul style="list-style-type: none">Minutes of May 12, 2005 (Action Item)	
8:40 a.m.	Chair's Report David Harrison, Chair	1
	Executive Director's Report Ellen O'Brien Saunders, Executive Director	
9:15 a.m.	Washington State's Economy – Headlines Richard Kaglic, Employment Security Department	2
9:30 a.m.	Allocation of Federal Perkins Funds for 2005-2006 (Action Item) Walt Wong	3
9:40 a.m.	Agency Operating Budget for 2005-2006 (Action Item) Walt Wong	4
10:00 a.m.	Break	
10:15 a.m.	Private Vocational Schools Act Administration and Policy Peggy Rudolph Gena Wikstrom, Federation of Private Career Schools and Colleges Shelly Dubois, Federation of Private Career Schools and Colleges	5
11:00 a.m.	Labor Market Information Plan for 2005-2006 (Action Item) Greg Weeks, Employment Security Department	6
11:15 a.m.	Work Readiness Credential: Update on Multi-state Initiative Pam Lund Sondra Stein, Work Readiness Credential Project	7
12:00 p.m.	Lunch	
12:45 p.m.	State Plan for Adult Basic Education 2005-2010 (Action Item) Bryan Wilson Martin McCallum Kathy Cooper, State Board for Community and Technical Colleges	8

1:15 p.m.	WorkSource Performance Indicators: Third Annual Report Carl Wolfhagen	9
1:45 p.m.	Making High School Meaningful Policy on Restructuring Wes Pruitt Kyra Kester, Office of Superintendent of Public Instruction Navigation 101 Model for Improving Student Planning Tim Stensager, Franklin Pierce School District Dan Barrett, Franklin Pierce School District	10
3:00 p.m.	Adjourn	

Goals for the Workforce Training and Education System

- To close the gap between the needs of employers for skilled workers and the supply of Washington residents prepared to meet that need.
- To enable workers to make smooth transitions so that they, and their employers, may fully benefit from the new, changing economy, by putting in place a coherent strategy for dislocated and incumbent worker training.
- To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific process will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.
- To make the vision of WorkSource a reality so that workforce development programs are customer friendly, broadly accessible, and fully committed to Continuous Quality Improvement.

Key Dates

<p>Thursday, January 31, 2005 – Meeting South Puget Sound Community College Olympia</p> <p>Thursday, March 31, 2005 – Meeting State Investment Board, Olympia</p> <p>Thursday, May 12, 2005 – Meeting State Investment Board, Olympia</p> <p>Wednesday, July 6, 2005 – Dinner Thursday, July 7, 2005 – Meeting WorkSource, Everett</p>	<p>Wednesday, September 21, 2005 – Dinner Thursday, September 22, 2005 – Meeting Yakima Valley Community College, Yakima</p> <p>Monday, October 24, 2005 through Wednesday, October 26, 2005 Workforce Strategies Conference Ridpath Hotel, Spokane</p> <p>Wednesday, November 16, 2005 – Dinner Thursday, November 17, 2005 – Meeting TBA, Vancouver</p>
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If you are a person of disability and require an accommodation for attendance, please call the Workforce Board at (360) 753-5677 as soon as possible to allow us sufficient time to make arrangements.

Tab 1

Workforce Training and Education Coordinating Board
Minutes
May 12, 2005

Meeting called to order 8:44 a.m.

David Harrison, Chair

Deb Marley for Robin Arnold-Williams, Department of Social and Health Services (DSHS)

Beth Thew, Spokane Regional Labor Council AFL-CIO

Rick Bender, Washington State Labor Council AFL-CIO

Karen Lee, Employment Security Department (ESD)

Kyra Kester for Terry Bergeson, Superintendent of Public Instruction (OSPI)

Asbury Lockett, Association of Washington Business (AWB)

John McGinnis, Washington State Labor Council AFL-CIO

Tony Lee, Fremont Public Association

Earl Hale, State Board for Community and Technical College (SBCTC)

Welcome and Introductions

Mr. David Harrison welcomed guests from the U.S. Department of Labor and introductions were made.

Motion 05-103-01

Minutes of March 31, 2005

Ms. Kyra Kester moved that the minutes of March 31, 2005, be approved as presented. Ms. Beth Thew seconded. The minutes passed as presented.

Chair's Report

Mr. Harrison and Ms. Ellen O'Brien Saunders met with Larisa Benson, the Governor's director for Government Management, Accountability and Performance (GMAP). Mr. Harrison noted to the Board that he is encouraged by better Legislative awareness of our issues as evident by their approval of *High Skills, High Wages*. He also shared with the Board that the Governor has requested information on Workforce Investment Act (WIA) and integration of WorkSource and Workfirst. There may be an internal working group on this. Mr. Tony Lee added that he believes integration should happen but is concerned with implementation. Ms. Karen Lee noted that this has been quick and we are working within the limited resources we have available. The speed has been a challenge for us all, but there is already work done on this issue. Mr. Harrison reemphasized that Higher Education Coordinating Board (HECB) has not yet acted the proposal on College Admission Standards. Staff have had continued contact with Mr. Jim Sulton. Ms. O'Brien Saunders and Mr. Bryan Wilson spoke with Mr. Sulton and stated that we would think about an alternative approach. We agree with his goal to improve success in college, particularly for students of color, but the requirements are not reasonable for all students. We are reaching out to individual HECB members.

Just a reminder, sponsorship letters for the fall Workforce Strategies conference have gone out. Ms. Beth Thew, Mr. Asbury Locket, Ms. Karen Lee, and Mr. Jim Crabbe will select the Best Practice recipients.

Mr. Wes Pruitt briefed the Board on the legislative session, and to possible interim opportunities to advance the Board's six strategic opportunities. Mr. Harrison supplemented that we are glad to see additional postsecondary capacity but would still like to see FTE's earmarked for high-demand fields. Ms. O'Brien Saunders noted that HECB did not get any high-demand FTE's and that high-demand FTE's are needed across the board not just at the two-year level. Mr. Rick Bender felt this was a good session considering the circumstances that took place during the change in administration. The gas tax package is an example of this. Ms. Kester added that several big-ticket items passed for K-12 education. Mr. Harrison stated that Mr. Bender and he were confirmed as Board members; Ms. Julianne Hanner and Mr. Asbury Lockett remain to be confirmed in 2006.

Mr. Bender asked about our role in resolving recent private career school problems. Ms. O'Brien Saunders noted that students that had federal financial aid will have their loans forgiven. Other students financial losses are being handled through the Tuition Recovery Trust Fund. Business Computer Training Institute's closure affected a number of students. Go2Cert.com was shut down by the agency and then closed. The third school that is in the spotlight is Bryman College-Renton. We have not received any student complaints on this school. The Board indicated interest in further discussions on its regulatory role and the agreed that this is going to be a formal part of our Legislative agenda next year. Ms. Deb Marley asked whether the student's ability to receive additional federal funding would be affected by having the loans forgiven. Ms. Kester stated that the amount of time of eligibility would shorten.

Director's Report

Ms. O'Brien Saunders stated that the combination of civil service reform, collective bargaining, and GMAP is a lot of work and that agency staff are working through many changes. Federal developments are moving along. The National Governors Association has endorsed the Integrated Performance Information measures and proposed them to the Senate. Ms. O'Brien Saunders still believes that WIA and Perkins will be reauthorized this year. At March's meeting the Board discussed the potential policy for 503 Incentive funds. Unfortunately, we will not receive an incentive this year; Adult Basic Education did not meet its targets. Discussions have taken place regarding how this happened.

Mr. Bender inquired about the Governor's education taskforce. Ms. O'Brien Saunders indicated that the Governor has appointed a Steering Committee which will be appointing three advisory committees that will meet for about a year and a half before issuing their final report.

Industry Cluster Workforce Strategy 2005-2006

Mr. Harrison expressed his gratitude for Ms. Pam Lund's legislative efforts. Ms. Lund provided a brief recap on how the Workforce Board and its partners, SBCTC and ESD, worked together to target state resources for workforce development on key economic sectors. She then highlighted how the agencies would like to continue to focus workforce development funds. Mr. John

McGinnis inquired about a report that was published last week showing over 50,000 job vacancies in the state. Mr. Gary Kamimura explained the details of the report. Mr. Harrison asked Mr. Earl Hale about the funds for the Job Skills Program. Mr. Hale indicated they received none of the requested enhancement. They may request it next year as part of the supplemental.

Motion 05-103-02

Mr. Bender moved and Mr. Lockett seconded. The motion to focus the workforce development funds on targeted sectors passed as presented.

Governor's 10 Percent Funds for 2005-06

Mr. Wilson gave a history on the Governor's 10 Percent Funds. The Governor has indicated that the Board's draft recommendations are in-line with her wishes. She would like 1.15 million, to meet emerging needs, to remain in reserve. Mr. Wilson described the individual recommendations. Mr. Bender asked if these have been prioritized. Mr. Wilson stated that the required activities were priced out and the discretionary activities were prioritized.

Motion 05-103-03

Mr. Hale moved and Ms. Thew seconded. The motion to accept the recommendations on the Governor's 10 percent funds was passed as moved.

America's Career Resource Network Plan 2005-06

Mr. Walt Wong introduced Ms. Terri Colbert. She presented the plan for America's Career Resource Network (ACRN) funds. These federal funds are to be used for occupational information for career guidance. Past funded activities included Navigation 101, ESD's workforceexplorer website, and the Workforce Board publication, *Where are you going?*, and many other useful tools for the public. Mr. Bender inquired how many teachers and counselors will be affected by the expenditures? Ms. Colbert stated that *Where are you going?*, is sent to all ninth grade students in every Washington State high school. Ms. Kester added that OSPI works with Washington School Association counselors throughout the state to promote Navigation 101. Ms. Lee asked about the results of Navigation 101. Mr. Harrison requested Navigation 101 staff present to the Board at a future meeting.

Motion 05-103-04

Mr. Lockett moved and Ms. Thew seconded. The motion to approve the ACRN plan passed.

Proposal Perkins Budget for 2005-06

Mr. Wong presented the Proposed Perkins Budget. The same methodologies have been used as in the past. There are no recommended changes for this coming year. Mr. Wong also shared the state's Perkins performance targets for the next year. The Board will take action in July on the Proposed Perkins Budget.

Agency Operating Budget for 2005-2006

Mr. Wong offered information regarding the Agency Operating Budget. He provided a quick summary of the anticipated funds and expenditures. The agency's budget is guided by the goals, objectives, and strategies contained in the agency's Strategic Plan. Mr. Harrison inquired whether the administration's reduction in mid-level management will affect the staff. Ms. O'Brien Saunders stated that agencies under 50 would not be required to make those cuts. The Board will take action in July on the agency's operating budget.

Workforce Investment Act, Title I-B Two-Year Plan

Mr. Martin McCallum and Ms. Kathy DiJulio presented to the Board the WIA, Title I-B Two-Year plan. The plan includes proposed levels of performance for Program Years 2005-06. Mr. McCallum noted that a draft plan was posted for public comment in April. Several comments were received and taken into account to develop a final draft. Mr. Harrison commented that the planning is connected with *High Skills, High Wages*. Mr. Bob Doyle, Washington State Federation of State Employees (Federation), addressed the Board regarding some concerns of the Federation. He cautioned the state on the role of faith-based organizations in this plan and the issue of contracting out. Ms. DiJulio responded that she would like to meet with Mr. Doyle and discuss the Federation's concerns. Mr. Bender questioned Ms. DiJulio on faith-based organizations. He wanted to know where the accountability would be. She stated that it is a competitive process. Mr. Harrison noted that Ms. DiJulio and Mr. McCallum would stay in contact with the Federation regarding the plan.

Motion 05-103-05

Mr. Hale moved and Mr. McGinnis seconded the motion. The motion to adopt the recommended motion on the Workforce Investment Act, Title I-B Two-Year Plan passed.

Other Business

Ms. O'Brien Saunders alerted the Board that staff would like to update the agency website with Board Member biographies and photos.

Mr. Harrison asked the Board to complete the meeting review and contemplate ideas for the Board retreat on July 27-28 in Leavenworth, WA. Mr. Bender wanted to know if we would know the outcome of WIA reauthorization by the retreat. Ms. O'Brien Saunders stated that we should know by fall but not by the retreat. Ms. Marley asked whether we should do some pre-assessment before reauthorization. Ms. Marley also noted concern about the President's budget on English as a Second Language. Mr. Harrison asked Mr. Wong to prepare a summary on the federal budget for the retreat.

The meeting adjourned at 1:13 p.m.

Ellen O'Brien Saunders, Secretary



Reauthorization of the Workforce Investment Act (WIA) of 1998

Possible Issues for the State Workforce Board

This paper presents a preliminary look at the major issues the Workforce Board (Board) might need to consider following WIA Reauthorization. The analysis is based on Senate (S.) Bill 1021 as passed out of the Health, Education, Labor, and Pensions Committee in the Senate, and House Resolution (H.R.) 27 as passed by the full House.

S. 1021 The Workforce Investment Act – Amendments of 2005
H.R. 27 Job Training Improvement Act of 2005

State Workforce Board Membership Composition

In 2000, the U.S. Department of Labor (DOL) allowed Washington's 11-member Board to serve as Washington's WIA Workforce Investment Board. A grandfathering provision in the 1998 Act permitted an "alternative entity" to serve as the State Workforce Investment Board.

S. 1021 would retain the "alternative entity" clause allowing the Board to keep its current membership composition. A state would be allowed to continue to use an alternative entity as long as it met state negotiated WIA performance targets.

H.R. 27 would not permit the grandfathering of a pre-existing state policy body.

If the House language prevails in Conference Committee, Washington's Board would need to add additional members. H.R. 27 requires that the state board membership include the Governor, one Department of Social and Health Services representative (Vocational Rehabilitation agency), one representative of Community, Trade, and Economic Development (state economic development agency), one chief elected official (city or county government), and such other representatives and state agency officials as the Governor may designate. There would have to be a business majority requirement altering the Board's current tripartite structure.

Board Issue: If the reauthorized Act eliminates the grandfathering provision, the Board would advise the Governor and Legislature on how to revise the Board's current state statute. Membership would need to be revamped by July 1, 2006.

Local Area Workforce Development Council (WDC) Membership Composition

S. 1021 would retain the "alternative entity" clause permitted in the current Act.

H.R. 27 would not permit grandfathering.

S. 1021 and H.R. 27 both would no longer require the membership of all One-Stop partner programs. S. 1021 would retain the required membership of the Employment Service.

If the House version on membership requirements prevails in Conference Committee, nine (grandfathered) local councils will need to expand their membership composition including, among other new representatives, the addition of a representative from a faith-based organization. Both bills would permit the elimination of members representing One-Stop partners.

Board Issue: The Board develops the Governor's criteria for local council certification. This criteria includes any state additional membership requirements beyond those required by the Act. In the past, the Board used this role to advise the Governor to add education and labor members to the councils. If One-Stop partners are no longer required by the Act, the Board might want to consider whether the Governor should add one or more of the One-Stop partners as a state requirement.

Federal Grant for Employment and Training Services to Adults

S. 1021 retains the current WIA funding streams: (1) a youth employment and training grant; (2) an adult grant; and (3) a dislocated worker grant. S. 1021 preserves Wagner-Peyser Act funding. S. 1021 requires collocation of Wagner-Peyser services in One-Stop Centers.

S. 1021 allows 10 percent of the youth, adult, and dislocated worker grant to be pooled into one state setaside resource for statewide WIA activities and a pooled 5 percent state WIA administration set aside (same as current Act). Additional allowable activities for the set aside funds include implementing strategies that meet the needs of businesses such as sectoral strategies, regional skill alliances, and career ladder programs.

Board Issue: If the Senate's version for grant structures prevails, the Board would continue its current practice to work in coordination with the Employment Security Department (ESD) to recommend to the Governor, the annual use of the state's 5 percent WIA administration and 10 percent statewide activities funds.

H.R. 27 would block grant three grants into a single "adult" program funding stream. All of the Wagner-Peyser Act would be repealed. The federal annual allotments formally directed to a state through Wagner-Peyser would be combined with the state's annual allotments for WIA adult and WIA dislocated worker services (W-P national labor exchange grant + WIA adult grant + dislocated worker grant) (for comparison purposes here are PY 2005 grant totals W-P \$15.6 M + Adult \$22.9 M + DW \$35.7 M).

H.R. 27 would have 50 percent of the adult block grant go to local areas by formula and 50 percent would be held by the state. Of the portion held by the state, half would be used to support the Governor's WIA statewide activities (rapid response, WIA performance evaluations, incentive grants, incumbent worker initiatives, support for One-Stop center infrastructure, etc.). The other half, held by the state, would be used by the state to support core services in the One-Stop Centers either by allocating the funds to local WDCs or by providing state personnel to deliver the core services (two policy options).

Board Issues: If the House version for grant structures prevails, the Board would work in coordination with ESD to recommend to the Governor the annual use of the WIA statewide activities available under the adult block grant. The Board would also facilitate collaborative state and local discussions and recommend to the Governor whether to allocate funds for core services (such as provided by the Employment Service) to the WDCs, or by providing state personnel to deliver the core services.

The House Bill provides a role to the Governor (through the Board) to define “suitable employment.” The definition would be used to establish new eligibility guidelines where unemployed adults determined to be “unlikely or unable to obtain *suitable* employment” would qualify to receive adult grant intensive and training services. A liberal definition would widen the eligible population. A new “priority for services” policy would also need to be implemented.

Youth Activities

Both reauthorization bills would retain a separate youth grant supporting employment and training services to low-income youth. The House Bill would not allow more than 30 percent of the formula funds to be used to provide services to in-school youth, while the Senate Bill would not allow more than 60 percent for in-school youth. This alters WIA’s current law that requires a minimum of 30 percent of the youth funds to be used for out-of-school youth activities.

The House Bill reduces the Governor’s set aside portion of the youth grant to 10 percent (5 percent for statewide youth activities and 5 percent for state administration) from the current 15 percent level.

Board Issue: The Board has emphasized activities to prevent school dropouts, as well as to retrieve youth who have already dropped out of high school. Following the advice of the Board, the Governor has allocated substantial sums of the Governor’s set aside for youth dropout prevention and retrieval. The state’s plan for WIA could include goals and strategies encouraging WDCs to sustain investments, within the limits of the law, for critical services to in-school as well as out-of-school youth.

State Workforce Board’s Role in Establishing One-Stop Certification Requirements

Under S. 1021, the Board, in consultation with chief local elected officials and local WDCs, must establish objective criteria and procedures for use by the local councils in periodically assessing the effectiveness, physical and programmatic accessibility, and continuous improvement of the One-Stop Centers and the One-Stop delivery system.

Under H.R. 27, the Board would be required to develop One-Stop Center certification criteria and issue certificates to qualifying centers.

Board Issue: Under either bill, the Board would have an increased role regarding One Stop (WorkSource) Centers. The Board would need to consider the criteria that WorkSource Centers should satisfy.

Paying the Infrastructure Costs of Maintaining Full-Service One-Stop Centers

Both House and Senate Bills would establish new rules for funding One-Stop infrastructure.

Under H.R. 27, the Governor, in consultation with the Board would determine the proportionate amount that each One-Stop partner program must contribute to support One-Stop infrastructure costs.

Under S. 1021, the required One-Stop partner programs in a Workforce Development Area may settle on their own area funding mechanism by agreeing to payment terms laid out in a new local area memorandum of understanding. If a local area does not come to agreement, the state would determine the funding. There would be a grant funded through contributions from state agency budgets (required One-Stop programs) based on each program's proportionate use of the One-Stop Centers.

Under either bill some federal programs would be exempt; others would contribute within percentage limits established in the House and Senate Bills.

Board Issue: Under either bill, the Board would advise the Governor on policies and procedures governing partner program contributions to funding One-Stop infrastructure (unless the language in the Senate Bill prevails and all local areas are able to come to agreement on their own).

Policy and Management of the State's WIA Eligible Training Provider (ETP) List

Currently, WIA has very prescriptive federal requirements on the criteria and performance measures for a state's determination of training programs eligible to receive WIA Individual Training Account vouchers. The Senate and House Bills would modify these current statutory requirements and grant greater discretion to the Governor.

Board Issue: The Board would advise the Governor on any revisions in the state's ETP policies and procedures.

Performance Accountability

H.R. 27 and S. 1021 alter the language on core performance indicators to accommodate the "common measures" initially proposed by the Office of Management and the Budget and supported by DOL.

H.R. 27 would apply the indicators to self-service and information-only services, currently excluded from the indicators. H.R. 27 would also no longer require the customer satisfaction indicators.

S. 1021 contains a provision that states you may request a DOL waiver to implement an Integrated Performance Information (IPI) system in place of the core indicators.

Board Issues: If the House language prevails, the Board would need to modify the performance accountability system for WIA to include results for self-service and information-only services. This would require obtaining the Social Security numbers of such participants. Also, the Board would need to consider whether or not to continue the customer satisfaction surveys and measures. Under either bill, the Board could consider whether to modify the state accountability system to incorporate the IPI indicators (which are somewhat different than the state's current additional indicators). If the Senate language prevails, the state could request a DOL waiver to use the IPI measures in place of the core indicators.

News Releases

Office of Governor Christine Gregoire

FOR IMMEDIATE RELEASE - June 3, 2005

Contact: Governor's Communications Office, 360-902-4136

Gov. Gregoire kicks off quest to improve Washington education

SEATTLE - June 3, 2005 - Gov. Christine Gregoire today convened an Education Summit - the start of an 18-month effort to thoroughly examine Washington's education system and find ways to improve it from preschool through college.

Joined by a group of 12 Washington citizens well versed in education issues, who will serve with her on a steering committee, Gregoire said the endeavor - called Washington Learns - "will not be just another study. It will be an unblinking and complete look at the state of our education system, and it will be followed by an action plan to improve our education system, including legislative proposals I will pursue aggressively."

No work more critical

"There is no work more critical to the future of our state," the governor told hundreds of summit participants representing Washington's wide spectrum of education interests - from parents and teachers to business leaders and college presidents. More than 500 people registered for the summit.

"We expect a lot from our kids and they need to be prepared to enter school, meet high standards in K-12 and become prepared - through higher education and skills training - to succeed in our ever-changing job market," Gregoire said.

Washington educates a growing population of 1 million-plus school children and 225,000 higher-education students.

Gregoire thanked the Legislature for approving earlier this year her proposals to permanently fund class-size Initiative 728, restore teacher-pay Initiative 732, and expand enrollment at state colleges and universities.

Still, she added, too many young children are not prepared to enter public schools, too many teenagers drop out before graduating from high school, and too many qualified students can't get the higher education they want.

"We are going to take an exhaustive look at our education system," Gregoire said. "We will determine what is working, and what is not, and we finally will see clearly what it will take to

status quo in our schools, and state colleges and universities, is another day that we shortchange the future of Washington.”

“I want us to probe, prod and examine what we’re doing right and doing wrong for early childhood education, for K-12, for higher education,” the governor said about Washington Learns. “And I want us to come up with real solutions for a growing number of students - in our schools and colleges - who are going to need a good education in order to lead happy, productive lives.”

Focus on efficiency, quality

The governor stressed that the Washington Learns effort has no preconceived plan to seek more funding for education.

“First, we’re going to find out if we are using the money we have for education efficiently,” Gregoire said. “Next, we’ll define the quality we want in our education system. And then we will look at what funding is necessary to achieve the quality we all want.”

At the summit today, Washington Learns steering committee members were to begin the arduous task of looking back at previous attempts and studies that sought to get a grip on the problems facing education in Washington. That was to be followed by breakout sessions for early childhood education, K-12 and higher education, to solicit input from citizens about the direction of the study.

Gregoire noted that citizens who want to follow the progress and findings of Washington Learns will be able to do so through a special web site, a link for which will be found at the governor’s web site at www.governor.wa.gov .

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CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 5441

Chapter 496, Laws of 2005

59th Legislature
2005 Regular Session

COMPREHENSIVE EDUCATION STUDY STEERING COMMITTEE

EFFECTIVE DATE: 7/24/05

Passed by the Senate April 18, 2005
YEAS 32 NAYS 14

BRAD OWEN

President of the Senate

Passed by the House April 7, 2005
YEAS 76 NAYS 20

FRANK CHOPP

Speaker of the House of Representatives

Approved May 16, 2005.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 5441** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

FILED

May 16, 2005 - 3:01 p.m.

**Secretary of State
State of Washington**

1 per one thousand residents ages twenty through twenty-nine years, and
2 will graduate the largest high school class in its history in 2008.
3 Washington citizens deserve access to baccalaureate degree
4 opportunities. Washington's public universities and colleges engage in
5 research that contributes to the economic and social well-being of the
6 state. Students have paid an increasing cost of their education with
7 tuition growing faster than personal income or inflation; and

8 (4) Through a comprehensive study, the legislature will have solid
9 information to determine how best to use its resources to create a
10 strong education system that will provide an educated citizenry and a
11 thriving economy in this state.

12 NEW SECTION. **Sec. 2.** (1) The comprehensive education study
13 steering committee is created.

14 (2) Members of the steering committee shall include: The governor
15 who shall chair the steering committee; the director of the office of
16 financial management; two members from the house of representatives
17 with one appointed by each major caucus; two members from the senate
18 with one appointed by each major caucus; four citizens appointed by the
19 governor; and the chairs of each of the three advisory committees
20 created under subsection (3) of this section. The chair of the
21 advisory committee on K-12 shall be the superintendent of public
22 instruction. The chair of the advisory committee on early learning
23 shall be the nongovernmental cochair of the Washington early learning
24 council, created in Engrossed Second Substitute House Bill No. 1152.
25 The chair of the advisory committee on higher education shall be
26 selected by the governor from a list of three or more names submitted
27 by the state board for community and technical colleges, the higher
28 education coordinating board, and the council of presidents.

29 (3) The steering committee shall appoint the members of the
30 advisory committee on K-12 and the advisory committee on higher
31 education. In addition, the two major caucuses in the senate and the
32 two major caucuses in the house of representatives shall each appoint
33 one member to serve on the K-12 advisory committee and one member to
34 serve on the higher education advisory committee. The Washington early
35 learning council, created in Engrossed Second Substitute House Bill No.
36 1152, shall serve as the advisory committee on early learning.

1 stay in school; impacts of the certification requirements for teachers;
2 improving the effectiveness of English language learner instruction;
3 and appropriate preparation requirements for paraeducators;

4 (g) Local and regional funding challenges faced by individual
5 school districts throughout the state; and

6 (h) Potential changes to the current salary system that would be
7 more closely related to professional development and enhancement of
8 student performance.

9 (3) A comprehensive study of early learning shall include, but not
10 be limited to:

11 (a) Defining the populations being served, those that could be
12 served, and program access;

13 (b) Determining the state's role in supporting quality early
14 learning opportunities;

15 (c) Determining the state's role in training persons providing
16 services; and

17 (d) Providing for smooth transitions to K-12 programs.

18 (4) A comprehensive study of higher education shall include, but
19 not be limited to:

20 (a) Options for creating a new funding system;

21 (b) The number and distribution of enrollments at two and four-year
22 institutions of higher education needed to meet demographic and work
23 force training needs;

24 (c) Methods for determining the cost of instruction in various
25 program areas;

26 (d) Methods for developing common articulation of lower division
27 work;

28 (e) The appropriate share of the cost of instruction that should be
29 funded through tuition, general fund-state subsidies, and financial
30 aid;

31 (f) Providing for smooth transitions from high school to college,
32 including dual credit options and adequate preparation for
33 college-level coursework;

34 (g) Identifying strategies and associated costs to increase
35 opportunity for access to baccalaureate degrees at public institutions
36 of higher education;

37 (h) Identifying incentives to optimize research conducted by public

STEERING COMMITTEE - WASHINGTON LEARNS

Governor Christine Gregoire

Frank Armijo

Superintendent Terry Bergeson

Charley Bingham

Representative Bill Fromhold

Roberta Greene

Denny Heck

Eric Liu

Senator Rosemary McAuliffe

Victor Moore

Senator Dave Schmidt

Bob Watt

Ann Daley

Karen Tvedt

Workforce Strategies 2005: Partnering for Strong Communities

The Washington State Workforce Training and Education Coordinating Board (Workforce Board) is hosting its annual statewide conference, "Workforce Strategies 2005: Partnering for Strong Communities," at the WestCoast Ridpath, Spokane, Washington, on October 25-26, 2005. Coordinated by the Workforce Board and sponsored with many partners, Workforce Strategies attracts more than 500 leaders from the Legislature, business, labor, community and technical colleges, and the K-12 system. This event brings Washington's leaders together with their national and other state counterparts to share their commitment to create the most innovative and state of the art workforce development system in the country. The conference begins at 8:30 A.M. on Tuesday, October 25 and concludes at 2:00 P.M. on Wednesday, October 26, with Governor Gregoire speaking at the Governor's Best Practices Award Luncheon.

This year's theme, "Partnering for Strong Communities," allows us to bring together several strands of policy and practice:

- **Economic Development** – Emphasizing key sectors of our economy
- **Wage Progression and Self-sufficiency** – Creating futures for families
- **Policy on the Horizon** – Influencing state and national policy

A pre-conference workshop, "**Building Partnerships: Workforce and Economic Development**," will be offered on Monday, **October 24, 2005**, from 11:00 A.M. to 3:00 P.M. at an additional charge of \$75.00. (Separate registration is required.)

We will have an array of provocative breakout session topics and great speakers. The breakout sessions will look at: the Workforce from the Employers' Side; Cross Border Clusters; Graduation Rates and Race/Cultural Diversity; the Implementation of Industry Sectors; the Work Readiness Credential; Rural Entrepreneurship; Career Guidance; Industry "Coffee Talks"; and much more. In addition, in what has become a tradition, we will bring in experts from Washington, DC, to share their views on issues facing states related to congressional action expected on the Higher Education Act, the Workforce Investment Act, the Perkins Vocational Technical Education Act, Temporary Assistance for Needy Families, and other critical programs.

Confirmed Speakers:

Dan Absher, Absher Construction, Puyallup, WA

Marc Baldwin, Governors Executive Policy Office, Olympia, WA

Betsy Brand, American Youth Policy Forum, Washington, DC

Jan Bray, Association of Career and Technical Education Consortium, Alexandria, VA

Paul F. Cole, New York State AFL-CIO, Albany, NY

David Cleveland, Kansas State Department of Commerce, Topeka, KS

Phyllis Eisen, National Association of Manufacturers, Washington, DC

Karen Elzey, Center for Workforce Preparation, U.S. Chamber of Commerce, Washington, DC

Kimberly Green, National Association of State Directors of Career and Technical Education Consortium, Washington, DC

Rich Hadley, Spokane Regional Chamber of Commerce, Spokane, WA

Heidi Hartmann, Institute for Women's Policy Research, Washington, DC

Jim Hermes, American Association of Community Colleges, Washington, DC

Confirmed Speakers Continued:

Jack Mills, National Economic Development and Law Center, Oakland, CA

Stephanie Powers, National Association of Workforce Boards, Washington, DC

Martin Simon, National Governors Association, Washington, DC

Bob Simoneau, National Association of State Workforce Agencies, Washington, DC

Carl Suter, Council of State Administrators of Vocational Rehabilitation, Bethesda, MD

Mark Troppe, National Association of Workforce Boards, Washington, DC

Joan Wills, Institute for Educational Leadership, Center for Workforce Development,
Washington, DC

Janet Zobel, National Urban League, New York, NY

“Workforce Strategies 2005: Partnering for Strong Communities,” is hosted by the Workforce Board and sponsored by Clark College; with patronage from the State Board for Community and Technical Colleges, Employment Security Department, and the Department of Social and Health Services/Division of Vocational Rehabilitation; contributions from the Association of Washington Business, Department of Community, Trade and Economic Development, Bellevue Community College, Olympic College, and Shoreline Community College; and donations from Grays Harbor College and the Department of Services for the Blind.

Registration

Registration fee is \$200 by October 7, 2005, and \$225 thereafter. Lodging is available at the WestCoast Ridpath, 515 West Sprague Avenue, Spokane, Washington, at the conference rate of \$67.00 for single occupancy and \$77.00 for double occupancy. To reserve a room, call (509) 838-6127 or (800) 325-4000 and ask for reservations from the “Workforce Board” room block.

Tab 2

Economic Headlines



**WTECB
Board Meeting
Everett, Washington
July 7, 2005**

**Rick Kaglic
Chief Economist
*State of Washington
Employment Security
Department***



Employment
Security
Department
WASHINGTON STATE



Job Gains Since Last May Widespread by Sector

- Job growth slowed in April and May after big gains in Q1
- Roughly 71,000 new jobs in state since last May
- 93% in private sector
- Gains are widespread across Washington's counties

Total nonfarm	Change (000's)
Total private	71.1
Goods-producing	65.9
Service-providing	17.3
1. Professional and business services	53.8
2. Construction	13.5
3. Education and health services	13.0
4. Retail	9.4
5. Leisure and hospitality	6.9
6. Government	6.8
7. Transportation, warehousing, and utilities	5.2
8. Manufacturing	4.0
Transportation equipment	4.1
9. Wholesale trade	5.6
10. Financial activities	3.6
11. Other services	2.6
12. Information	1.4
13. Natural resources and mining	0.4
	0.2

Source: Washington Employment Security Department, Labor Market and Economic Analysis



**Employment
Security
Department**
WASHINGTON STATE



...and Across the State

County	May 05	May 04	Change	County	May 05	May 04	Growth rate
Washington State	2,777,600	2,706,500	71,100	Washington State	2,777,600	2,706,500	2.6%
King	1,152,000	1,119,300	32,700	Pend Oreille	2,980	2,830	5.3%
Snohomish	223,800	215,400	8,400	Skagit	45,300	43,500	4.1%
Pierce	262,200	255,500	6,700	Whatcom	81,100	77,900	4.1%
Spokane	206,500	201,400	5,100	Skamania	2,120	2,040	3.9%
Clark	127,500	123,000	4,500	Snohomish	223,800	215,400	3.9%
Whatcom	81,100	77,900	3,200	Clark	127,500	123,000	3.7%
Thurston	95,500	93,200	2,300	Grays Harbor	25,020	24,140	3.6%
Benton-Franklin	87,600	85,400	2,200	King	1,152,000	1,119,300	2.9%
Skagit	45,300	43,500	1,800	Klickitat	5,050	4,920	2.6%
Yakima	77,000	75,400	1,600	Pierce	262,200	255,500	2.6%
Stevens	10,230	10,160	70	Pacific	6,020	5,980	0.7%
Kittitas	14,090	14,030	60	Ciallam	22,510	22,370	0.6%
Asotin	5,640	5,590	50	Mason	12,900	12,820	0.6%
Pacific	6,020	5,980	40	Kittitas	14,090	14,030	0.4%
Jefferson	9,490	9,470	20	Jefferson	9,490	9,470	0.2%
Garfield	830	830	0	Garfield	830	830	0.0%
Columbia	2,170	2,180	-10	Columbia	2,170	2,180	-0.5%
Ferry	1,660	1,670	-10	Ferry	1,660	1,670	-0.6%
Lincoln	2,920	2,940	-20	Lincoln	2,920	2,940	-0.7%
Wahkiakum	780	810	-30	Wahkiakum	780	810	-3.7%

Source: Washington Employment Security Department, Labor Market and Economic Analysis



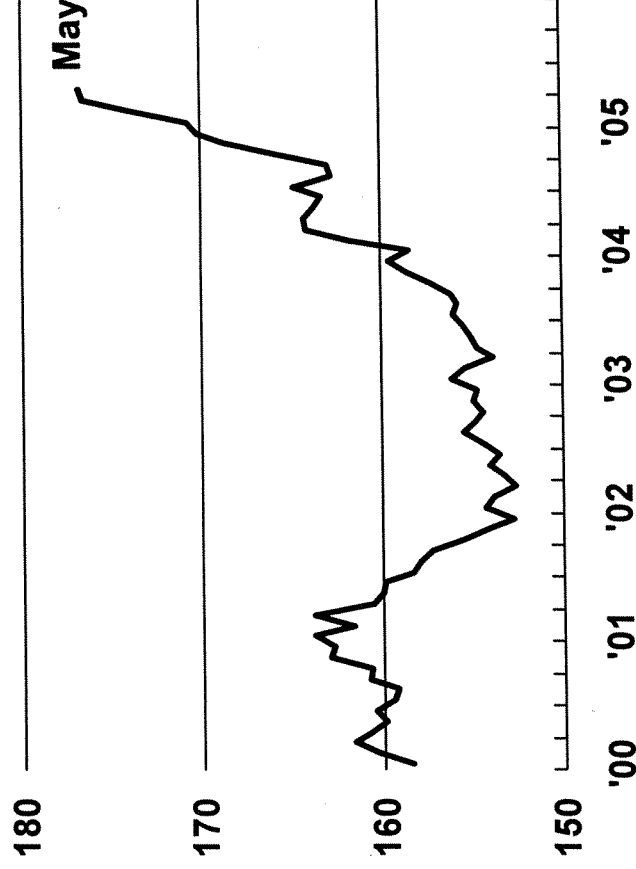
**Employment
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WASHINGTON STATE



Construction Activity Boosted Employment

- Job gains driven by general economic activity
- Construction among biggest growth sectors
- Residential contractors doing most of the hiring

Construction employment, WA (000s)



Source: Washington Employment Security Department, Labor Market and Economic Analysis



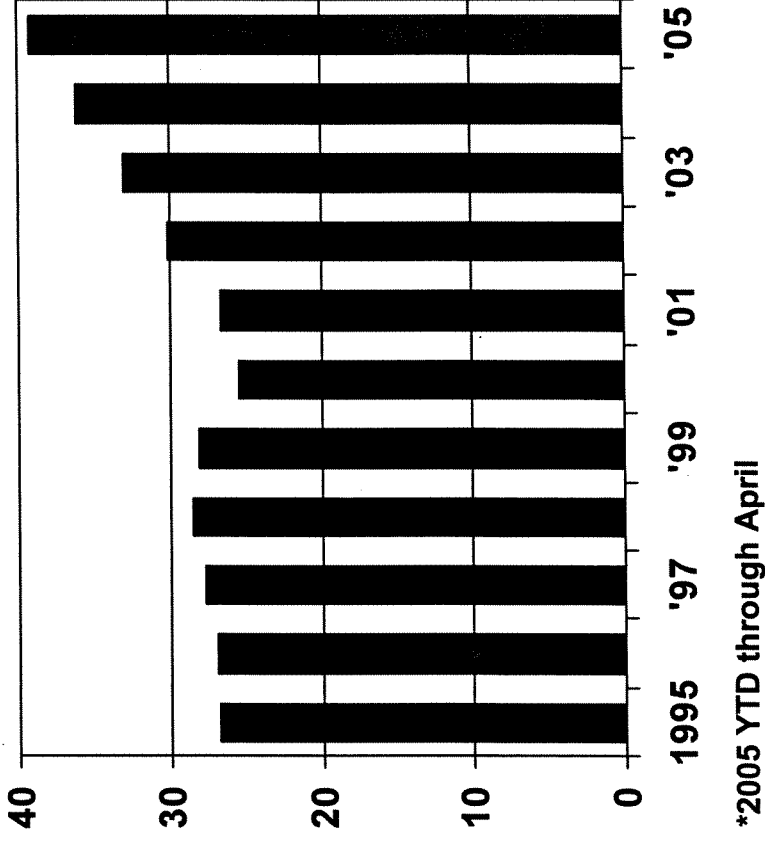
**Employment
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WASHINGTON STATE



Housing Market Remains Robust

- Home sales in Washington very strong
- So too is home price appreciation
- Residential building permits set to rise again in 2005

Single-family building permits, WA (000s)



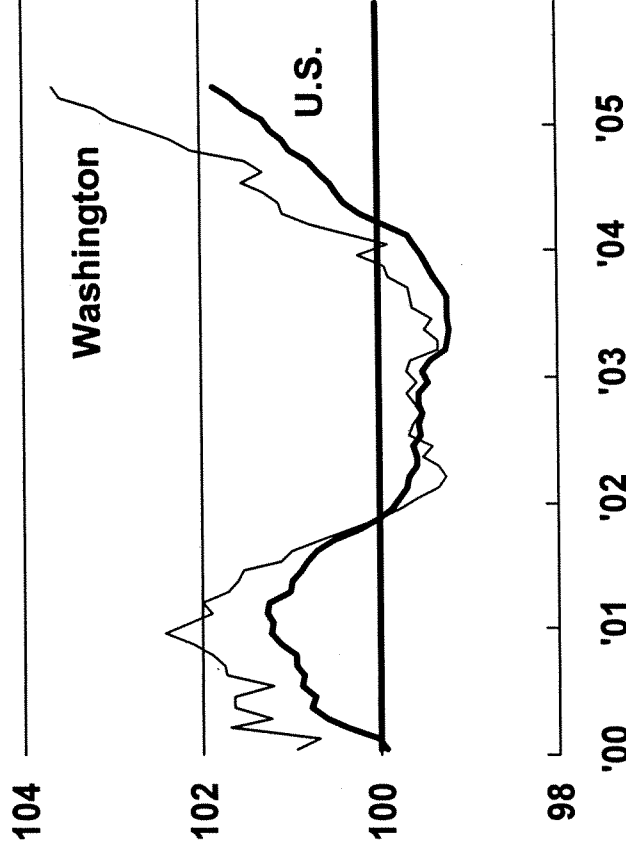
Source: U.S. Bureau of the Census



Washington Job Recovery Outpacing U.S.

- Recession more pronounced in state
- Job growth has outperformed nation since early 2003
- Manufacturing employment rising here, not so in U.S.

Payroll employment
(index, Nov. 2001=100)



Source: Washington Employment Security Department, LMEA and U.S. Bureau of Labor Statistics

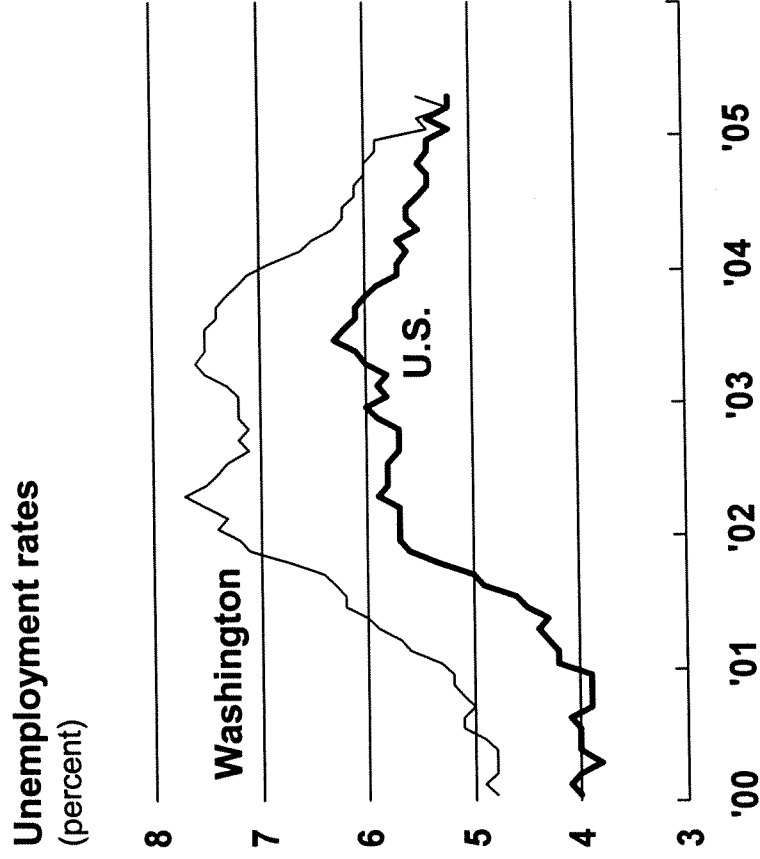


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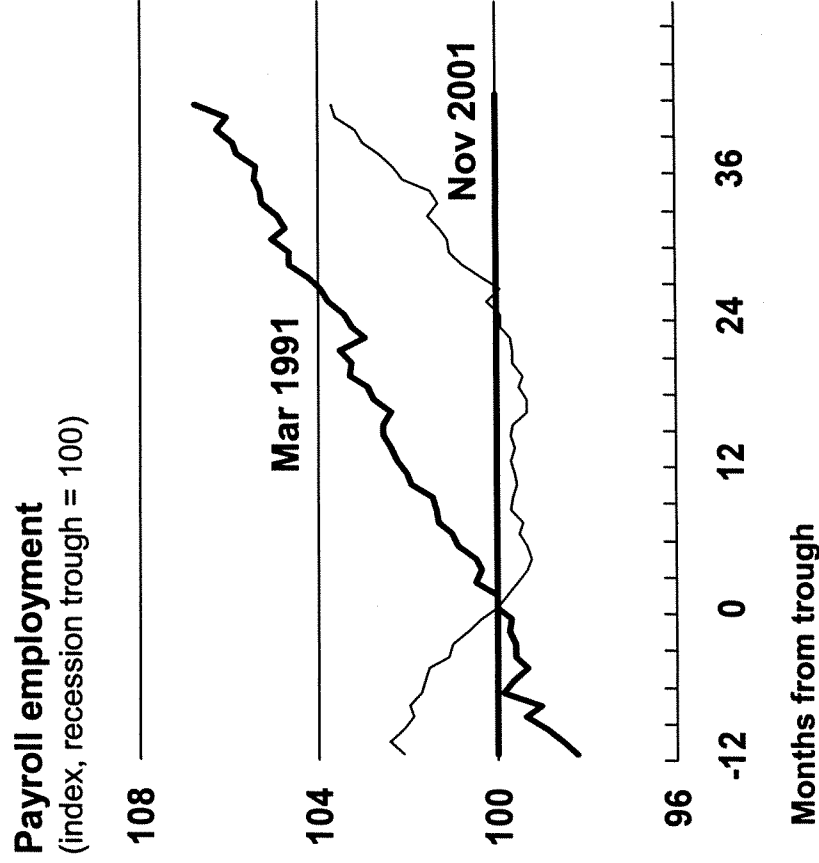
Unemployment Rates Converged

- Stronger job growth led to lower unemployment rate
- Near national average for first time in 7 years
- Job growth encourages labor force participation



Source: Washington Employment Security Department, LMEA and U.S. Bureau of Labor Statistics

Employment Gains Lag Prior Recovery



- Recession of early 90s not a jobs recession in state
- Like nation, employment lagged general recovery
- The jobs gap is narrowing

Source: Washington Employment Security Department, Labor Market and Economic Analysis

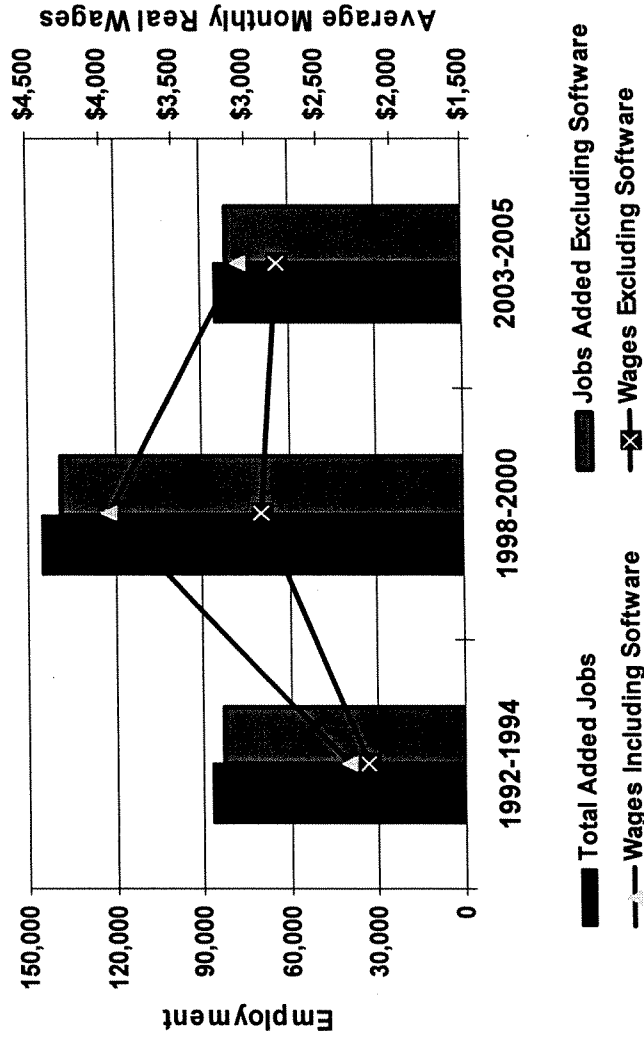


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...but Added Jobs Pay More

- Meaningless to compare boom to recovery
- Jobs today pay more in real wages than previous recovery
- And gains are more widely distributed



Source: Washington Employment Security Department, Labor Market and Economic Analysis



**Employment
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WASHINGTON STATE

...and Gains are Broader-based

Top 12 Industries by Job Growth: 1992-94

NAICS INDUSTRY	Job Growth	Real Wage
1. Food Services/Drinking Places	11,369	\$875
2. Administrative/Support Services	7,556	\$1,531
3. Finance and Insurance	6,700	\$3,522
4. Social Assistance	6,164	\$1,355
5. Specialty Trade Contractors	4,926	\$2,527
6. Nondurable Goods	3,905	\$2,882
7. Software Publishers	3,896	\$5,261
8. Other Retail Trade	3,635	\$1,479
9. Education Services	3,486	\$1,843
10. Real Estate and Rental Leasing	3,222	\$1,722
11. Mgmt of Cos./Enterprises	3,200	\$3,628
12. Prof., Sci., Tech. Svcs	3,048	\$3,312
<i>Jobs Added by Top Twelve Growing Industries</i>		61,107
<i>Total Jobs Added 1992-1994</i>		86,635

Top 12 Industries by Job Growth: 2003-05

NAICS INDUSTRY	Job Growth	Real Wage
1. Administrative/Support Services	14,157	\$2,423
2. Ambulatory Health Care Services	7,767	\$3,058
3. Specialty Trade Contractors	6,513	\$2,957
4. General Merchandise Stores	4,418	\$1,837
5. Food Services and Drinking Places	4,376	\$1,144
6. Software Publishers	3,997	\$8,544
7. Social Assistance	2,996	\$1,589
8. Arts, Entertainment and Recreation	2,790	\$1,954
9. Electronic Markets, Agents/ Brokers	2,164	\$5,518
10. Clothing/Accessories Stores	2,106	\$1,594
11. Merchant Wholesalers, Dur. Goods	2,064	\$4,580
12. Warehousing and Storage	2,041	\$2,868
<i>Jobs Added by Top Twelve Growing Industries</i>		55,389
<i>Total Jobs Added 2003 - 2005</i>		84,957

Source: Washington Employment Security Department, Labor Market and Economic Analysis



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WASHINGTON STATE

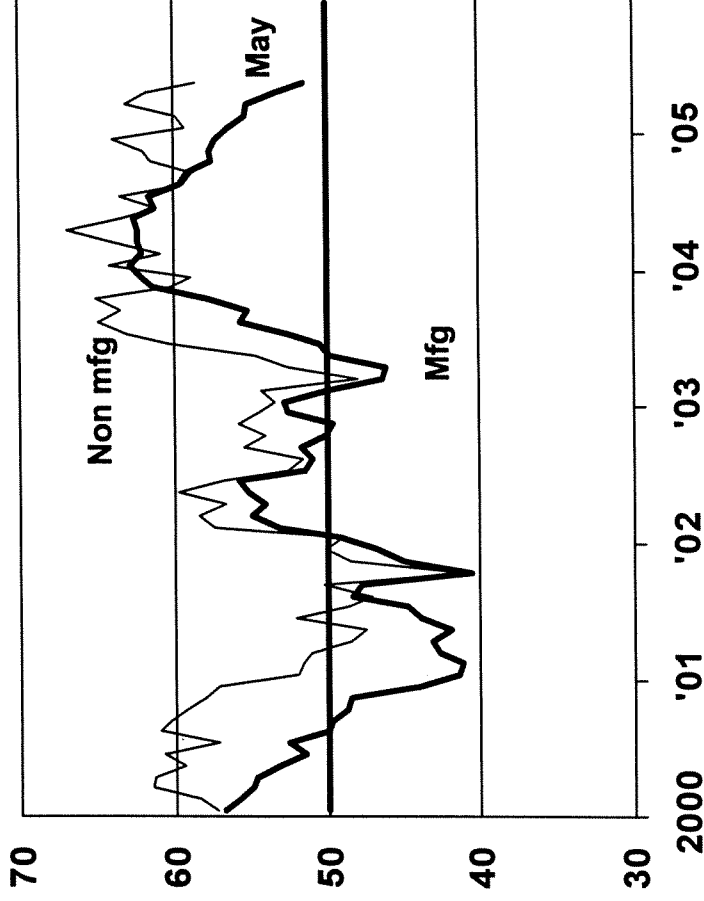


U.S. Expansion Eased in 2005

- GDP growth slowed in first quarter
- ISM indexes suggest much of weakness concentrated in manufacturing
- New orders and backlogs eased in recent months

ISM indexes

(diffusion index, 50+ indicates expansion)



Source: The Institute for Supply Management

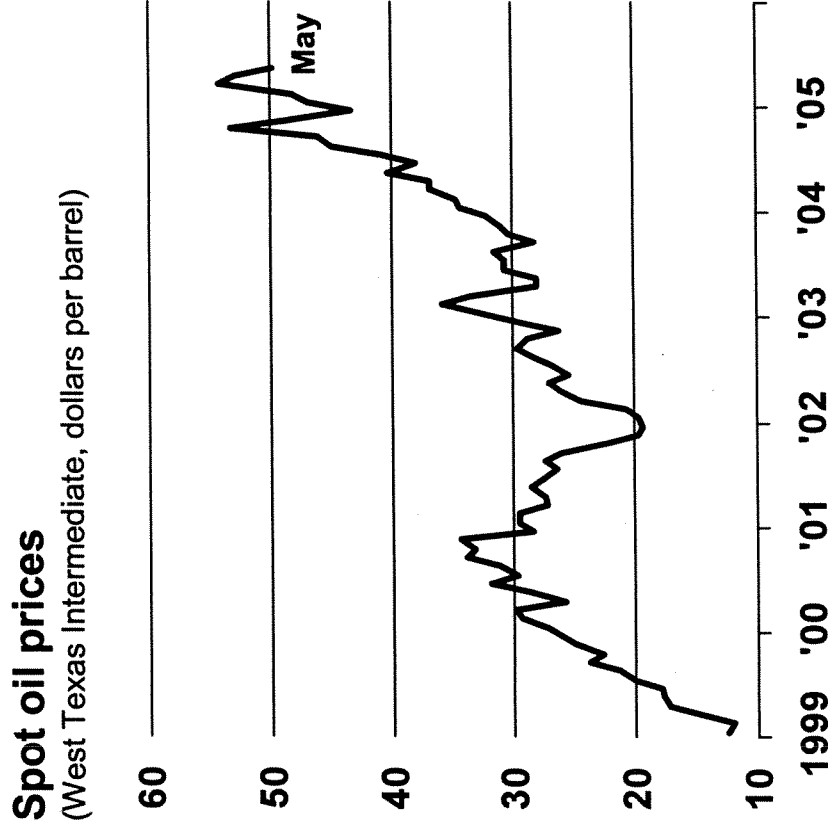


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WASHINGTON STATE



Oil Prices Up, Straining Households

- Oil prices topped \$60 in June and remain elevated
- Pass through to core price inflation nominal
- Bite out of consumers' pocketbook more tangible
- No relief in near term



Source: U.S. Energy Information Administration



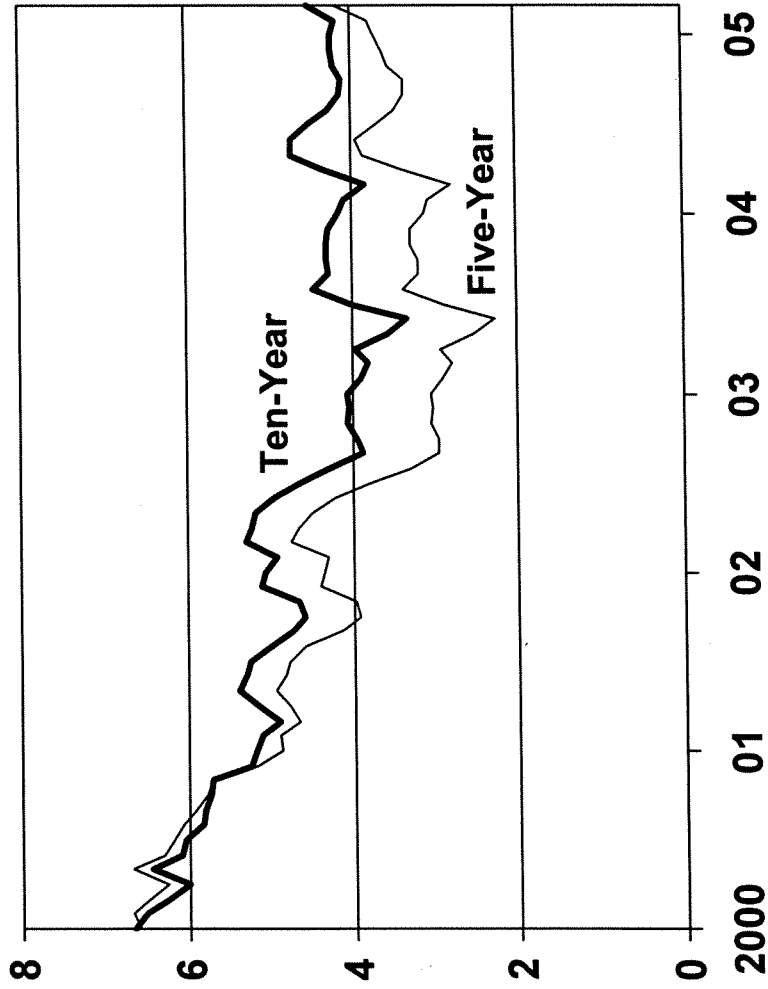
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Long Term Interest Rates Still Favorable

- Thirty-year fixed mortgage rate still very low
- Fed Funds well below neutral
- Inflation more of concern than recession

Five-and Ten-Year T-Bill Yields



Source: The Board of Governors of the Federal Reserve System



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WASHINGTON STATE



- Output remains solid despite recent easing
- Manufacturing bearing the brunt of slower growth
- Job markets continue to improve, but investment warrants attention
- Inflation still in check, but Fed Funds still well below neutral

Questions/comments



www.workforceexplorer.com

**WTECB
Board Meeting
Everett, Washington
July 7, 2005**

**Rick Kaglic
Chief Economist
*State of Washington
Employment Security
Department***

Tab 3

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT
PROGRAM YEAR 2005 FEDERAL FUNDS DISTRIBUTION**

Background:

At the May 12, 2005, meeting, the Board received information on the Carl D. Perkins Vocational and Technical Education Act. This information included background material; a federal funding flow chart, proposed distribution of PY 2005 funds, and performance targets for the period July 1, 2005, through June 30, 2006. A summary and the motion regarding the uses of Perkins funds and the relationship to *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development* are included in this tab. The materials from the May Board meeting, including the PY 2005 Federal Funds Distribution are also included.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, The Workforce Training and Education Coordinating Board is designated as the state board for vocational education [RCW 28C.18] to be the eligible agency to receive and distribute federal funding; and

WHEREAS, The Workforce Training and Education Coordinating Board intends to make federal funds available to state agencies and, where appropriate, their sub-recipients for use during the period beginning July 1, 2005, through June 30, 2006; and

WHEREAS, The Workforce Training and Education Coordinating Board intends to continue the distribution from the current year, including: postsecondary/secondary split of 56% to 44%, including the ten percent reserve for Basic Grants; same dollar amounts for the three agencies for State Leadership, including contributions for non-traditional training and institutionalized services and administration (with required state match);

NOW, THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board approve the Distribution of PY 2005 Federal Vocational Education Funds (July 1, 2005, to June 30, 2006) and enter into agreements with its partner agencies to distribute the funds in accordance with the fund distribution matrix.

Proposed Distribution of PY 2005
Federal Vocational Education Funds
July 1, 2005 – June 30, 2006

Title I		OSPI	SBCTC	WTECB	ESD	TOTAL
Basic Programs (Funding for Local Distributions)		<u>\$8,468,656</u>	<u>\$10,778,289</u>			\$19,246,945
	Postsecondary 56% (Formula)		\$9,700,460			
	Secondary 44% (Formula)	\$8,468,656				
	Reserve (State Grants)		\$1,077,829			
State Leadership (Assessment & Research, Technology & Improved Programs, Partnership & Articulation, Special Populations & Career Guidance, Professional & Curriculum Development, & Technical Assistance)		<u>\$1,118,836</u>	<u>\$823,274</u>	<u>\$95,802</u>	<u>\$226,435</u>	\$2,264,347
	State & Local Level Activities	\$1,043,836	\$748,274	\$95,802		
	Nontraditional Services (Required)	\$75,000	\$75,000		\$226,435	
	Institutionalized Services (Required)					
Administration (State Planning & Coordination, Fiscal & Audit, Reporting & Accountability, Monitoring & Evaluation, Technical Assistance)		<u>\$277,723</u>	<u>\$318,367</u>	<u>\$536,083</u>		\$1,132,173
Total		<u>\$9,865,215</u>	<u>\$11,919,930</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$22,643,465</u>
Title II						
Tech Prep Programs (Funding for Local Distribution)			\$1,936,455			
Administration (Same as above)			\$101,919			
Total			<u>\$2,038,374</u>			<u>\$2,038,374</u>
Grand Total		<u>\$9,865,215</u>	<u>\$13,958,304</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$24,681,839</u>

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

Uses of the Funds Coordinating Perkins and High Skills/High Wages

The Workforce Training and Education Coordinating Board is the cognizant state agency responsible for the receipt and distribution of federal funds under the Carl D. Perkins Vocational and Technical Education Act (Perkins Act). Perkins funded activities at the secondary and postsecondary career and technical education (CTE) levels are managed by the Office of Superintendent of Public Instruction (OSPI) and the State Board for Community and Technical Colleges (SBCTC), respectively. CTE activities focus on continuous improvement of relevant and rigorous programs that lead to further education or entry into employment and are aligned with the state's strategic plan for *High Skills, High Wages*.

The goals and objectives *High Skills, High Wages* reflect the intent of the Perkins legislation, and by the core performance indicators. The Act's requirement to assess the effectiveness of the training programs complements the assessment component of *High Skills, High Wages*. In 2003-04 these became the foundation for Washington's plan for improvement crafted to assist the institutions in meeting the state's 2004 performance targets.

This year Perkins funds were used to:

- Connect challenging academic standards through development of the CTE Model Curriculum Frameworks. (OSPI)
- Identify occupational need based on local, regional, state, and/or national employment outlook data, as part of the CTE course approval process. (OSPI)
- Link secondary and postsecondary vocational and technical education as part of the newly completed CTE Program Standards. (OSPI)
- Maintain a comprehensive website for CTE with a wide range of information for CTE instructors and administrators including information on occupations and employment. (OSPI)
- Promote Navigation as a comprehensive career and student guidance system at the secondary level. (OSPI)
- Provide dual credit opportunities for CTE students through expanded Tech Prep articulation agreements. (OSPI/SBCTC)
- Provide funds for replication of Best Practices at the community and technical colleges. (SBCTC)
- Provide funds for Industry-based Professional Development grants to enable postsecondary instructors to return to industry for skills enhancement. (SBCTC)
- Provide replication grants for programs serving non-traditional students, specifically targeting middle and high school students.

These activities align with the following goals and objectives from *High Skills/High Wages*:

- Develop competency-based education and training programs and modular curricula and assessments that are linked to industry skill standards. (1.1.3)
- Develop individual career plans that are integrated with a range of school programs to ensure all youth are aware of the link between learning and employment, and their career options including high wage, high demand occupations, and non traditional occupations. (1.2.1)
- Develop new programs and increase student enrollments in workforce training especially in high-demand industry clusters such as health care and information technology. (1.3.1)
- Partner with industries to provide facilities, faculty, and equipment in high-wage, high-demand fields. (1.3.2)
- Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. (1.3.3)
- Increase the number of individuals prepared to teach students for high-wage, high-demand fields. (1.3.6)
- Highlight and replicate best practices from around the state and nation in career and technical education. (1.3.7)
- Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathway, including the achievement of the high school diploma or entrance into a postsecondary education or training program. (3.1.1)

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 103
MAY 12, 2005**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT
PROGRAM YEAR 2005 FEDERAL FUNDS DISTRIBUTION**

Background:

The Workforce Training and Education Coordinating Board is statutorily designated as the State Board of Vocational Education (RCW 28C.18.050) and is responsible for the receipt and distribution of federal funds for career and technical and workforce education. Each year the Board adopts the federal funds distribution matrix that identifies the purposes and amounts available to implement the Carl D. Perkins Vocational and Technical Education Act. The Act contains four categories of funding: basic grants for local school and community and technical college district programs and services; state leadership activities, including non-traditional training and employment preparation and services to individuals in state institutions; administration; and Tech Prep education. There are both mandated and permissive uses of the funds.

The Consolidated Appropriations Act of 2005 contains \$1,314,350, 000 in total Perkins funding. This appropriation flows to states on a formula basis. Washington State's anticipated share is \$24,681,839 for the July 1, 2005 through June 30, 2006 program year. The flow of funds is contained in the attached Federal Funding Flow Chart. The methodology for distribution remains unchanged from the previous year and the resulting allotments are contained in the attached funding distribution matrix. A summary of explanatory information follows the draft matrix and provides additional information on levels and uses of funds by the Board and the operating agencies.

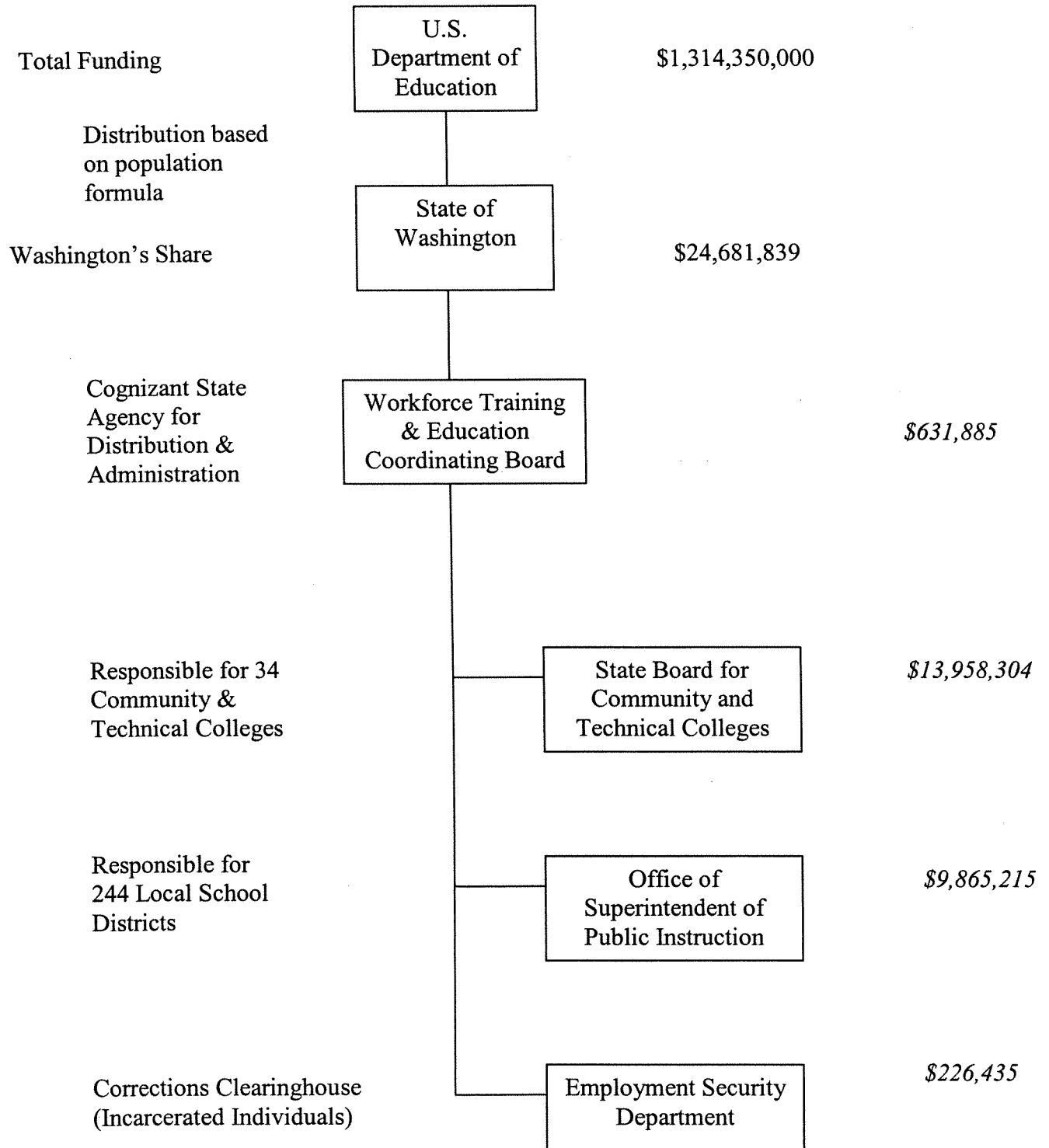
No changes are recommended for this coming year, and we expect the reauthorization of the Perkins Act later this year.

Proposed performance levels for the coming program year are included here and staff is available to discuss these proposed targets with the Board.

Board Action Requested: None. For discussion purposes only. Action to occur in July.

Carl D. Perkins Vocational & Technical Education Act
Federal Funding Flow Chart

2005 Appropriation



FEDERAL VOCATIONAL EDUCATION FUNDS

July 1, 2005 – June 30, 2006

Summary of Explanatory Information

The Carl D. Perkins Vocational and Technical Education Act includes mandated distribution of available funding as described below.

The bulk of the resources flow to the local level. Basic programs are funded at 85 percent. There are both required and allowable uses of these funds. Funds flow to local recipients (school districts and skills centers and community and technical colleges) through the Office of Superintendent of Public Instruction (OSPI) and State Board for Community and Technical Colleges (SBCTC) according to statutory formulas. The secondary/postsecondary split remains 44/56 percent. The law allows a 10 percent reserve of these funds to be exempt from the formula distribution requirements. This reserve may be used for rural areas, areas with high percentages or numbers of voc-tech students and communities negatively impacted by changes in Perkins III. For this program year, only the postsecondary system is reserving the 10 percent available to them.

State Leadership is limited to 10 percent. Each agency maintains some Leadership funds for state level staff and other costs which when combined with Administration remains unchanged from previous years and is provided to each agency using the existing distribution formula. The remaining Leadership funds are shared equally between secondary and postsecondary to fund activities either directly undertaken by the agency or distributed to local recipients for targeted purposes. Required setasides include non-traditional activities (\$150,000 equally distributed to secondary and postsecondary) and the setaside provided to the Employment Security Department, Corrections Clearinghouse for programs for incarcerated youth and adults, including preparing offenders for eventual placement into mainstream employment and mini-grants for creative innovations and staff development (\$226,435). When fully combined, OSPI receives \$1,118,836; SBCTC receives \$823,274; and the Workforce Training and Education Coordinating Board (Workforce Board) receives \$95,802. In addition to the required preparation for non-traditional training and employment activities, OSPI continues to use its Leadership funds for career and technical education program standards reform work, skills standards collaboration, promoting transition beyond high school (5 P's—career pathways, portfolios, senior project, 13th year plan, and involvement of parents). SBCTC continues to use its funding to support regional clusters work, linkages with economic development, program improvement through best practices and innovations, integration of occupational and basic skills, conference support, and the required non-traditional services. Other uses for both delivery systems include professional development, curriculum development, assessment and accountability, and student leadership organizations. The Workforce Board uses its share to publish and distribute *Where Are You Going?* and for advocacy and the promotion of career and technical education.

Administration is limited to 5 percent and requires a dollar for dollar match. Each agency uses general fund state appropriations to meet this requirement. The Workforce Board is the designated state board for vocational education and is responsible for fund distribution, overall

grant administration, including federal fiscal and programmatic reporting, evaluation and accountability activities, and liaison with the U.S. Department of Education. The Workforce Board uses an appropriate share for its work in unified planning, accountability, and system performance management activities. These include: *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*; *Workforce Training Results and Net Impact Study*; *The Gap Between Demand, Supply, and Results for Postsecondary Workforce Education*; *Demand, Supply, and Results for Secondary Career and Technical Education*; *The Workforce Development Directory*; and *Annual Progress Report to the Legislature*.

OSPI and SBCTC have responsibility for administration of their local recipients (244 local school districts and 34 community and technical colleges). This includes approval of local plans, fiscal and program compliance, monitoring, and other administrative activities.

Tech Prep programs combine two years of secondary education with two years of postsecondary education in a non-duplicative sequential course of study. SBCTC administers the programs and promotes articulation agreements between colleges and high schools in 22 Tech Prep consortia. Tech Prep includes 5 percent for administration and 95 percent for programs.

Proposed Distribution of PY 2005
Federal Vocational Education Funds
July 1, 2005 – June 30, 2006

	OSPI	SBCTC	WTECB	ESD	TOTAL
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Postsecondary 56% (Formula)		\$9,700,460			
Secondary 44% (Formula)	\$8,468,656				
Reserve (State Grants)		\$1,077,829			
State Leadership (Assessment & Research, Technology & Improved Programs, Partnership & Articulation, Special Populations & Career Guidance, Professional & Curriculum Development, & Technical Assistance)	<u>\$1,118,836</u>	<u>\$823,274</u>	<u>\$95,802</u>	<u>\$226,435</u>	\$2,264,347
State & Local Level Activities	\$1,043,836			\$95,802	
Nontraditional Services (Required)	\$75,000			\$226,435	
Institutionalized Services (Required)					
Administration (State Planning & Coordination, Fiscal & Audit, Reporting & Accountability, Monitoring & Evaluation, Technical Assistance)	<u>\$277,723</u>	<u>\$318,367</u>	<u>\$536,083</u>		\$1,132,173
State Match (Required)	\$277,723	\$318,367	\$536,083		
Total	<u>\$9,865,215</u>	<u>\$11,919,930</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$22,643,465</u>
Title II					
Tech Prep Programs (Funding for Local Distribution)		\$1,936,455			
Administration (Same as above)		\$101,919			
Total		<u>\$2,038,374</u>			<u>\$2,038,374</u>
Grand Total	<u>\$9,865,215</u>	<u>\$13,958,304</u>	<u>\$631,885</u>	<u>\$226,435</u>	<u>\$24,681,839</u>

STATE NAME: Washington State
Final Agreed Upon Performance Levels (FAUPL) for Implementation Years 3, 4, 5, 6, and 7
of the Carl D. Perkins Vocational and Technical Education Act of 1998

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
1S1 Secondary Academic Attainment	Numerator: Number of vocational completers who have attained a high school diploma. Denominator: Number of vocational completers who exited during the year.	7	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% A: AGREED
1S2 Secondary Technical Attainment	Numerator: Number of vocational completers who have attained a high school diploma. Denominator: Number of vocational completers who exited during the year.	6	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% A: AGREED
2S1 Secondary High School Completion	Numerator: Number of vocational completers who have attained a high school diploma. Denominator: Number of vocational completers who exited during the year.	1	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% A: AGREED
2S2 Diploma Credential	Numerator: Number of vocational completers who have attained a high school diploma. Denominator: Number of vocational completers who exited during the year.	1	B:94.13%	L: 94.13% A: 92.81%	L: 94.13% A: 94.88%	L: 94.13% A: 91.95%	L: 94.13% A: 91.83%	L: 93.21% A: N.A.	L: 91.89% A: AGREED
3S1 Secondary Placement	Numerator: Number of vocational completers who have either employment reported in UI wage records, enrolled in higher education, or enlistment in the military during the third post-exit quarter. Denominator: Number of vocational completers who exited during the year.	3	B:71.92%	L: 73.37% A: 71.92%	L: 74.10% A: 75.75%	L: 71.58% A: 74.36%	L: 71.58% A: 78.08%	L: 72.08% A: N.A.	L: 76.06% A: AGREED

Legend: B – Baseline Agreed Upon L – Level of Performance Agreed Upon (Target) A – Actual Performance Attained

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
4S1 Secondary Nontraditional Participation	Numerator: Number of students in under-represented gender groups who enrolled in a non-traditional program. Denominator: Number of students enrolled in a non-traditional program during the year.	1	B:37.28 %	L: 37.78% A: 38.50%	L: 37.78% A: 41.99%	L: 37.78% A: 37.69%	L: 37.78% A: 37.69%	L: 37.78% A: N.A.	L: 37.69% AGREED
4S2 Secondary Nontraditional Completion	Numerator: Number of vocational completers in underrepresented gender groups who completed a non-traditional program. Denominator: Number of vocational completers of non-traditional programs during the year.	1	B:32.63 %	L: 33.13% A: 38.83%	L: 33.13% A: 38.75%	L: 33.13% A: 31.47%	L: 33.13% A: 31.47%	L: 31.55% A: N.A.	L: 31.47% AGREED
5S1 Earnings of Completers	Median: Annualized earnings in Q3 after exit for those not in further education or training (Q1 2003 Dollars)	Administrative Record Exchanges/Matching	B: \$9,501	L: \$10,080 A: \$10,613	L: \$10,382 A: \$10,613	L: \$10,694 A: \$10,424	L: \$10,529 A: \$10,233	L: \$10,634 A: N.A.	L: \$10,736 AGREED
5S2 Employer Satisfaction with Completers	Numerator: Number of employers satisfied with preparation of completers. Denominator: Number of employers completing survey.	State Developed and Administered Surveys	B:62.00 %	L: 65.00% A: 81.30%		L: 69.00% A: 81.60%		L: 80.00% A: N.A.	
5S3 Participant Satisfaction	Numerator: Number of exiters satisfied with preparation and training. Denominator: Number of participants completing survey.	State Developed and Administered Surveys	B:96.00 %	L: 95.00% A: 97.00%		L: 95.00% A: 95.70%		L: 95.00% A: N.A.	

Legend: B – Baseline Agreed Upon L – Level of Performance Agreed Upon (Target) A – Actual Performance Attained

STATE NAME: Washington State
Final Agreed Upon Performance Levels (FAUPL) for Implementation Years 3, 4, 5, 6, and 7
of the Carl D. Perkins Vocational and Technical Education Act of 1998
with Numeric Targets for 1P1 through 2P1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
			Final	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Core Sub-Indicator	Measurement Definition	Measurement Approach	Agreed Upon Baseline	7/01/00-6/30/01	7/01/01-6/30/02	7/01/02-6/30/03	7/01/03-6/30/04	7/01/04-6/30/05	7/01/05-6/30/06
1P1 Post-Secondary Academic Attainment	Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. Denominator: Washington State proposes a numeric target only, as permitted by law. Denominators are unduly influenced by the economy.	6	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY
1P2 Post-Secondary Technical Attainment	Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. Denominator: See 1P1.	6	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY
2P1 Post-Secondary Degree Credential	Numerator: Number of vocational concentrators who have attained formal awards (a degree, certificate, apprenticeship, or an industry certification) or completed at least 45 vocational credits with a 2.0 GPA. Denominator: See 1P1.	1	B: 14,544	L: 16,150 A: 18,973	L: 17,170 A: 20,889	L: 18,000 A: 22,319	L: 20,300 A: 23,692	L: 22,600 A: N.A.	L: 22,300 RECEIVED, PENDING ACCEPTANCE BY ASSISTANT SECRETARY

Legend: B – Baseline Agreed Upon L – Level of Performance Agreed Upon (Target) A – Actual Performance Attained

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
3P1 Post-Secondary Placement	Numerator: Number of vocational concentrators who were either employed according to UI wage records, or enrolled in higher education, or in the military during the second post-exit quarter. Denominator: Number of vocational concentrators who exited during the year.	3	B:75.23 %	L: 75.23% A: 76.86%	L: 75.23% A: 76.86%	L: 72.44% A: 75.06%	L: 72.44% A: 74.65%	L: 72.94% A: N.A.	L: 75.52% A: AGREED
3P2 Post-Secondary Retention	Numerator: Number of vocational concentrators who were either employed according to UI wage records, or enrolled in higher education, or in the military during the third post-exit quarter. Denominator: Number of vocational concentrators who exited during the year.	3	B:74.57 %	L: 75.16% A: 76.09%	L: 75.16% A: 76.09%	L: 71.73% A: 73.69%	L: 71.73% A: 73.85%	L: 72.23% A: N.A.	L: 74.54% A: AGREED
4P1 Post-Secondary Nontraditional Participation	Numerator: Number of students in underrepresented gender groups who enrolled in a non-traditional program. Denominator: Number of vocational participants in non-traditional programs during the year.	1	B:18.29 %	L: 18.79% A: 19.28%	L: 19.29% A: 20.12%	L: 19.29% A: 20.39%	L: 19.29% A: 19.97%	L: 19.29% A: N.A.	L: 20.16% A: AGREED
4P2 Post-Secondary Nontraditional Completion	Numerator: Number of vocational completers in underrepresented gender groups who enrolled in a non-traditional program. Denominator: Number of vocational completers of non-traditional programs during the year.	1	B:17.63 %	L: 18.13% A: 18.23%	L: 18.63% A: 18.59%	L: 18.63% A: 17.55%	L: 18.63% A: 18.54%	L: 18.63% A: N.A.	L: 18.23% A: AGREED

Legend: B – Baseline Agreed Upon L – Level of Performance Agreed Upon (Target) A – Actual Performance Attained

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Year 2 7/01/00-6/30/01	Year 3 7/01/01-6/30/02	Year 4 7/01/02-6/30/03	Year 5 7/01/03-6/30/04	Year 6 7/01/04-6/30/05	Year 7 7/01/05-6/30/06
5P1 Earnings of Completers	Median: Annualized earnings in Q3 after exit for those not in further education or training. (Q1 2003 Dollars)	Administrative Record Exchanges/ Matching	B:\$22,609	L: \$23,217 A: 22,894	L: \$23,914 A: 22,466	L: \$24,631 A: \$21,525	L: \$21,740 A: \$22,440	L: \$21,958 A: N.A.	L: \$22,808 A: AGREED
5P2 Employer Satisfaction with Completers	Numerator: Number of employers satisfied with preparation of completers. Denominator: Number of employers completing survey.	State Developed and Administered Surveys	B:70.00 %	L: 72.50% A: 88.10%		L: 75.00% A: 91.10%		L: 90.00% A: N.A.	
5P3 Participant Satisfaction	Numerator: Number of exiters satisfied with preparation and training. Denominator: Number of participants completing survey.	State Developed and Administered Surveys	B:91.00 %	L: 91.00% A: 91.80%		L: 91.00% A: 87.20%		L: 91.00% A: N.A.	

Legend: B – Baseline Agreed Upon L – Level of Performance Agreed Upon (Target) A – Actual Performance Attained

Tab 4

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
July 7, 2005**

WORKFORCE BOARD OPERATING BUDGET

Background:

At the May meeting, the Board received a presentation on the agency operating budget for the period July 1, 2005, through June 30, 2006. The materials provided at that meeting, an accompanying motion, and the 2005-2007 agency strategic plan are included in this tab. The Board will now review and adopt the operating budget for FY 2005.

The budget supports the goals, objectives, and strategies contained in the agency strategic plan. Prominent in the plan are strategies directly related to the work associated with *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*. This includes staff time and effort in the authoring, promotion, and coordination of the plan, the policy development, monitoring, and evaluation work related to accomplishing the goals and objectives of the state's workforce development plan, and the myriad of partnership activities with our state agency and association colleagues, local partners from the workforce development councils (WDCs), private career schools, and school and college districts.

High Skills, High Wages 2004 identifies six strategic opportunities:

- Increasing postsecondary education and training capacity
- Reducing dropouts and integrating career guidance into school curricula
- Expanding and sustaining skill panels
- Increasing training linked to retention support for low-income individuals
- Increasing basic skills and ESL instruction integrated with occupational skills training
- Expanding customized training for incumbent workers

Contributions to the achievement of these opportunities are inherent in the work effort identified in each of the goals of the agency strategic plan: system and partnership building, advocacy and policy innovation, customer service, and internal business processes and human resources. Examples of this include: in system building we promote the use of federal funds to increase postsecondary education and training, and to integrate career guidance into curricula; in partnership building we're creating and sustaining skill panels and supporting the work of the WDCs and Worksource Centers; in advocacy and policy innovation staff are conducting gap analyses, survey work, and policy development efforts to achieve the above opportunities; in customer service, internal business processes, and human resources, we're investing in improvement goals that can enhance greater contributions. In summary, the goals, objectives, and strategies contained in the agency strategic plan contribute to the realization of both the strategic opportunities listed above and the specific strategies assigned to us in *High Skills, High Wages 2004*.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

Whereas, The Workforce Training and Education Coordinating Board adopted the agency strategic plan for 2005-2007 containing goals, objectives, and strategies for accomplishing its work; and

Whereas, The 2005-2007 Biennial Budget is enacted containing appropriations for the Workforce Training and Education Coordinating Board for the period July 1, 2005, through June 30, 2006; and

Whereas, Each year, the Workforce Training and Education Coordinating Board adopts the operating budget of the agency to align resources with its work plan;

Now, Therefore, Be It Resolved, That the Workforce Training and Education Coordinating Board approve the Agency Source of Funds and Operating Budget for the period July 1, 2005, to June 30, 2006.

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Agency Source of Funds and Operating Budget July 1, 2005 – June 30, 2006

Source of Funds For Budget

General Fund – State Appropriation	1,225,000
Tuition Recovery Trust Fund (State)	32,810
General Fund – Federal Appropriation	24,860,423
Interagency Contract (Federal – WIA)	<u>2,230,000</u>
Total Funds Available	\$28,348,233

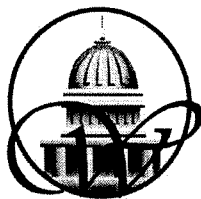
Operating Budget by Cost Category

	Total
Staff	28.0
Salaries	1,593,450
Benefits	346,501
Goods & Services (i.e., rent, utilities, service agency costs, etc.)	537,600
Travel	87,728
Contracts (i.e., evaluation, conference support, etc.)	1,053,000
Grants (i.e., OSPI, SBCTC, ESD, Skill Panels)	<u>24,729,954</u>
Total Budget	\$28,348,233

Workforce Training and Education
Coordinating Board

STRATEGIC PLAN

2005-07



Workforce Training and Education Coordinating Board

128 10th Avenue SW

PO Box 43105

Olympia, WA 98504-3105

(360) 753-5662

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<http://www.wtb.wa.gov>

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Our Vision

Washington's Workforce Training and Education Coordinating Board is an active and effective partnership of labor, business, and government leaders guiding the best workforce development system in the world.

Our Mission

We shape strategies to create and sustain a high skill, high wage economy.

To fulfill this Mission, the Board will:

- Advise the Governor, Legislature, and other policymakers on workforce development policy and innovative practice.
- Promote a seamless workforce development system that anticipates and meets the lifelong learning and employment needs of our current and future workforce.
- Advocate for the training and education needed for success in the 75-80 percent of jobs that do not require a baccalaureate degree.
- Ensure quality and accountability by evaluating results, and supporting high standards and continuous improvement.

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

Our Goals

System Building:

We will achieve meaningful results in building a comprehensive, customer-friendly, and efficient workforce development system.

Partnership Building:

We will achieve meaningful results in bringing together the public and private sectors, as well as state and local partners, to address our state's workforce development needs.

Advocacy/Awareness:

We will spur personal commitment to lifelong learning and public recognition and investment by visible advocacy for a skilled workforce.

Policy Innovation:

We will craft recommendations on innovations in workforce development policies and practices at state and federal levels and foster their implementation.

Customer Service:

We will provide services, products, and information that are valued by our customers.

Internal Business Process:

We will continuously improve the quality and efficiency of our organization.

Human Resources:

We will develop and sustain a work environment that attracts, recognizes, retains, and develops our employees.

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

Goals, Objectives, and Strategies

GOAL 1 – System Building

We will achieve meaningful results in building a comprehensive, customer-friendly, and efficient workforce development system.

Outcome Measure: Workforce system partners' assessment of progress in system building.

Objective 1A. Update and Implement *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*.

	Strategies	05-06	06-07
1A-1	Update <i>High Skills, High Wages</i> . S	✓	✓
1A-2	Review operating agencies' plans for consistency with <i>High Skills, High Wages</i> . S	✓	✓
1A-3	Make recommendations on state operating agencies' budget and policy requests with regard to consistency with <i>High Skills, High Wages</i> . S	✓	✓
1A-4	Use federal funds to accomplish the goals of <i>High Skills, High Wages</i> . F	✓	✓
1A-5	Provide Annual Report to the Legislature on progress on <i>High Skills, High Wages</i> . S	✓	✓

Objective 1B. Maintain and improve performance management system for workforce development.

	Strategies	05-06	06-07
1B-1	Prepare and disseminate WIA Title 1B quarterly reports. F	✓	✓
1B-2	Prepare and disseminate WIA Title 1B annual report. F	✓	✓
1B-3	Prepare Carl Perkins annual report (performance section). F	✓	✓
1B-4	Compute, analyze and publish <i>Workforce Training Results 2006</i> . S	✓	✓
1B-5	Negotiate Perkins performance levels with Department of Education. F	✓	✓
1B-6	Negotiate WIA Title 1 performance levels with Department of Labor. F	✓	✓
1B-7	Set policy for and manage the Eligible Training Provider List performance standards. S, F	✓	✓
1B-8	Measure and set targets for the results of the WorkSource system. S	✓	✓
1B-9	Update regression models that mathematically estimate the effect of economic and demographic changes on the program outcomes. F	✓	✓
1B-10	Determine WIA incentive allocations. F	✓	✓
1B-11	Measure <i>High Skills, High Wages</i> Performance Measures. S	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

	Strategies	05-06	06-07
1B-12	Conduct special research projects.	✓	✓
1B-13	Incorporate additional programs into the performance management system. S	✓	✓
1B-14	Lead the national Integrated Performance Information project. H	✓	

Objective 1C. Facilitate career and educational pathways.

	Strategies	05-06	06-07
1C-1	Help to develop local community-school partnerships that plan and implement dropout prevention and retrieval initiatives for “at-risk” youth, including effective after school hours and summer programs. H	✓	✓
1C-2	Help ensure all youth are aware of the link between learning and employment, and their career options including high wage, high demand occupations, and non-traditional occupations. H	✓	✓
1C-3	Help to improve communication and collaboration among workforce development youth partners. H	✓	✓
1C-4	Develop and promote career guidance activities and programs to assist students to make informed career choices.	✓	✓
1C-5	Update and publish <i>Where Are You Going? A Guide to Careers and Occupations in Washington State</i> .	✓	✓
1C-6	Help to improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for transfer and articulation, and increasing the availability of applied degrees. S, H	✓	✓
1C-7	Help to partner with industries to provide facilities, faculty, and equipment in high wage, high demand fields. H	✓	✓
1C-8	Promote the deployment of industry skill standards throughout education and industry.	✓	✓
1C-9	Help highlight and replicate best practices from around the state and nation in career and technical education. H	✓	✓
1C-10	Support the development of competency-based education and training programs, and modular curricula and assessments that are linked to industry skill standards. H	✓	✓
1C-11	Help to increase mentor and work-based learning opportunities for all students, and integrate these opportunities with students’ individual career plans. H	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

	Strategies	05-06	06-07
1C-12	Support the expansion of apprenticeship training in emerging fields and expand preparation programs for apprenticeship in high demand clusters including construction. S, H	✓	✓
1C-13	Coordinate state's involvement in Career Clusters Initiative.	✓	✓
1C-14	Coordinate state's involvement in Work Readiness Credential project.	✓	✓
1C-15	Initiate and support outreach activities to veterans to smooth access to educational institutions and facilitate recognition of skills attained in the military.	✓	✓

Objective 1D. Support excellence in WorkSource Career Development Centers.

	Strategies	05-06	06-07
1D-1	Help to respond to the needs of business customers and implement coordinated strategies among WorkSource partners. H	✓	✓
1D-2	Help to improve customer service by collecting and using customer feedback, providing electronic services, and sharing information on customer service best practices. H	✓	✓
1D-3	Help to enhance the statewide information system (SKIES) for case management that is shared by WorkSource partners. H	✓	✓
1D-4	Help to maintain and continue to develop systems to track and report core WorkSource services. H	✓	✓
1D-5	Help to find financial resources to sustain the WorkSource delivery system infrastructure. H	✓	✓
1D-6	Help to provide individuals with disabilities with equal opportunities to benefit from WorkSource services. H	✓	✓
1D-7	Help to continue outreach and capacity building activities with partners, including tribes and community-based organizations, to ensure involvement of targeted populations within the WorkSource system. H	✓	✓
1D-8	Encourage diversity among the membership of local Workforce Development Councils and WorkSource staff to reflect the diversity of our communities. H	✓	✓
1D-9	Encourage WorkSource Centers to expand services to key economic sectors in their communities.	✓	✓

Objective 1E. Maintain and disseminate information on workforce development programs.

	Strategies	05-06	06-07
1E-1	Maintain the <i>Workforce Development Directory</i> . S	✓	
1E-2	Redesign, update and promote www.jobtrainingresults.org . S, F	✓	✓
1E-3	Redesign, update and promote www.wtb.wa.gov/etp/ . S, F	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.
F = Strategy to meet federal requirement.
H = Assigned in "High Skills, High Wages" 2004.

GOAL 2 – Partnership Building

We will achieve meaningful results in bringing together the public and private sectors, as well as state and local partners, to address our state's workforce development needs.

Outcome Measure: Key workforce development system partners' assessment of effectiveness/contribution in partnering with them to meet local and state goals.

Objective 2A. Support business and labor leadership for the workforce development system.

	Strategies	05-06	06-07
2A-1	Enable statewide business and labor organizations' leadership for the workforce development system.	✓	✓
2A-2	Work with business, labor, and trade associations to help them meet their workforce needs.	✓	✓

Objective 2B. Provide state leadership and support to Workforce Development Councils and Chief Local Elected Officials.

	Strategies	05-06	06-07
2B-1	Assist Workforce Development Councils in updating their strategic plans in alignment with <i>High Skills, High Wages</i> . S	✓	✓
2B-2	Assist Workforce Development Councils as they implement their local strategic plans.	✓	✓
2B-3	In collaboration with the Employment Security Department, provide assistance and resources for successful implementation of Workforce Investment Act amendments.	✓	✓
2B-4	Facilitate opportunities for meaningful Workforce Development Council and Local Elected Official engagement on workforce development issues with the Workforce Board and other state level agencies.	✓	✓
2B-5	Negotiate local performance targets for WIA Title 1B. F	✓	
2B-6	Negotiate local performance targets for WorkSource. H		✓
2B-7	Facilitate recertification of local councils. F	✓	
2B-8	In collaboration with the Employment Security Department, provide assistance and support to foster successful Workforce Development Council Youth Councils as they improve outcomes for at risk youth.	✓	✓
2B-9	Systematically identify and promote resources that can add value to state and local workforce system development efforts.	✓	✓
2B-10	Provide Workforce Development Councils with local area information from Workforce Board research.	✓	✓
2B-11	Encourage diversity among the membership of local Workforce Development Councils. H	✓	

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

Objective 2C. Coordinate workforce development with economic development.

	Strategies	05-06	06-07
2C-1	Create and enhance industry skill panels, especially in high demand economic clusters such as health care and information technology. H	✓	✓
2C-2	Support targeting of workforce development in high demand economic clusters. S, H	✓	✓
2C-3	Increase publicly supported customized incumbent worker training, and provide incentives to both employers and employees for this type of training. H	✓	✓
2C-4	Help support the provision of high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high demand clusters such as health care and information technology. H	✓	✓
2C-5	Support 12 health care skill panels through technical assistance, and aggregate field information for the Health Care Personnel Shortage Task Force.	✓	✓

Objective 2D. Provide state leadership and support to private career schools.

	Strategies	05-06	06-07
2D-1	Administer the Private Career School Act in a manner that promotes private-public partnerships. S	✓	✓
2D-2	Engage the Private Vocational School Advisory Committee to ensure private career school involvement in the workforce development system. S	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

GOAL 3 – Advocacy/Awareness

We will spur personal commitment to lifelong learning and public recognition and investment by visible advocacy for a skilled workforce.

Outcome Measure: Increase the number of young people who enroll in postsecondary vocational-technical education programs.

Objective 3A. Increase public awareness regarding the benefits and initiatives of the workforce development system.

	Strategies	05-06	06-07
3A-1	Update the Secondary Gap Analysis (Supply, Demand and Results) and promote its findings. S		✓
3A-2	Update the Postsecondary Gap Analysis (Supply, Demand and Results) and promote its findings. S		✓
3A-3	Help to expand partnerships with industries to market their career opportunities to youth and their parents. S, H	✓	✓
3A-4	Implement agency marketing plan to advocate for a skilled workforce. S	✓	✓
3A-5	Promote the benefits of career and technical education in helping young people meet higher standards and expectations in high school and in preparing them for careers and further education.	✓	✓
3A-6	Administer and promote the Washington Award for Vocational Excellence. S	✓	✓
3A-7	Conduct the employer survey and promote its findings. S	✓	
3A-8	Host conference for workforce development leaders to promote innovation and “best practices,” facilitate engagement in federal and state policy development, and foster partnerships.	✓	✓
3A-9	Continue to raise public awareness of the high school drop out rate, its consequences, and effective methods of reduction.	✓	✓
3A-10	Promote the expansion of Navigation 101 as a model for effective student planning and career preparation.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

GOAL 4 – Policy Innovation

We will craft recommendations on innovations in workforce development policies and practices at state and federal levels and foster their implementation.

Outcome Measure: K-12 policies are adopted that promote career pathways for youth.

Outcome Measure: Number of students that complete postsecondary vocational-technical education programs.

Objective 4A. Develop recommendations and influence state and federal policies to advance the four goals in *High Skills, High Wages*.

	Strategies	05-06	06-07
4A-1	Develop and advocate policies that promote career pathways for youth. S	✓	✓
4A-2	Develop and advocate policies that reduce the gap in the supply of postsecondary vocational training, including new programs, increased student enrollments and worker retraining, especially in high demand clusters. S, H	✓	✓
4A-3	Develop and advocate policies to coordinate workforce and economic development initiatives and programs.	✓	✓
4A-4	Develop and advocate policies that serve incumbent and dislocated workers, including a coherent, flexible, and accessible dislocated worker strategy. S, H	✓	✓
4A-5	Develop and advocate policies for wage progression, including and especially programs with demonstrated success, increased training opportunities and financial incentives for training. S, H	✓	✓
4A-6	Continue developing accountability and program improvement mechanisms for increasing employment and earnings for target populations. H	✓	✓
4A-7	Develop and advocate policies that promote workforce system integration. H	✓	✓
4A-8	Join partner agencies in fulfilling the requirements of Senate Joint Memorial 8014 on employment and training services for disabled persons. S	✓	✓
4A-9	Convene work groups on emerging issues.	✓	✓
4A-10	Convene Health Care Personnel Shortage Task Force and report progress on implementing its plan, <i>Crisis or Opportunity?</i>	✓	✓
4A-11	Develop and advocate policies on emerging federal issues. S	✓	✓
4A-12	Develop and advocate policies for the Education Finance Study that supports secondary and postsecondary workforce education.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

Objective 4B. Advise the Governor and Legislature on implementation of new federal workforce development policies.

	Strategies	05-06	06-07
4B-1	Advise the Governor and the Legislature on integrating the amendments to the reauthorized Workforce Investment Act into the state's workforce development system. F, S	✓	✓
4B-2	Advise the Governor and the Legislature on integrating the amendments to the reauthorized Carl Perkins Act into the state's workforce development system. F, S	✓	✓

GOAL 5 – Customer Service

We will provide services, products, and information that are valued by our customers.

Outcome Measure: Results from customer satisfaction surveys.

Objective 5A. Understand customer requirements and expectations in order to improve products and services.

	Strategies	05-06	06-07
5A-1	Design and implement meaningful customer involvement and feedback in the redesign of the Eligible Training Provider List and other agency processes.	✓	✓
5A-2	Make improvements in products and services as identified through customer feedback.	✓	✓
5A-3	Strengthen customer awareness and consumer protection activities in the Private Vocational Schools Act and Veterans' approval programs.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in "High Skills, High Wages" 2004.

GOAL 6 – Internal Business Process/Financial

We will continuously improve the quality and efficiency of our organization.

Outcome Measure: Score on agency annual self-assessment.

Objective 6A. Improve categories on the agency self-assessment.

	Strategies	05-06	06-07
6A-1	Conduct annual agency self-assessment using Baldrige criteria and develop and implement improvement plan.	✓	✓
6A-2	Identify and implement opportunities for streamlining agency business processes.	✓	✓
6A-3	Regularly update Balanced Scorecard measures and review results.	✓	✓
6A-4	Implement Government Management, Accountability and Performance (GMAP): Identify performance measures; regularly review results; use results to identify improvements; and implement improvements.	✓	✓

Objective 6B. Align agency resources with priorities of the Board.

	Strategies	05-06	06-07
6B-1	Use the Workforce Board annual retreat to establish key annual priorities.	✓	✓
6B-2	Use Performance Agreements and Performance Development Plans to identify individual work assignments, to recognize accomplishments, and to effect employee development.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

GOAL 7 – Human Resources

We will develop and sustain a work environment that attracts, recognizes, retains, and develops our employees.

Outcome Measure: Score on annual employee survey.

Objective 7A. Ensure that staff have the information, training, and tools needed to do their jobs well and to develop their career potential.

	Strategies	05-06	06-07
7A-1	Identify opportunities to enhance staff professional development.	✓	✓
7A-2	Support annual All Staff Institute.	✓	✓
7A-3	Implement Civil Service Reform: Collective Bargaining provisions; Performance and Development Plan activities; Position Description and Classification activities; and improved Performance Measurement efforts.	✓	✓

Objective 7B. Continue to improve employee satisfaction.

	Strategies	05-06	06-07
7B-1	Identify and act on opportunities to improve employee satisfaction.	✓	✓
7B-2	Use Civil Service Reform Implementation activities to improve employee satisfaction.	✓	✓
7B-3	Ensure that the workplace environment is clean, safe, and efficient.	✓	✓

S = Strategy to meet state statutory or Executive Order requirement.

F = Strategy to meet federal requirement.

H = Assigned in “High Skills, High Wages” 2004.

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 103
May 12, 2005**

WORKFORCE BOARD OPERATING BUDGET

Background:

In August of 2004, the Board adopted the agency's 2005-07 biennial budget submittal containing its strategic plan and appropriations for FY 2006 and FY 2007. At this meeting, the Board will review and discuss the operating budget for FY 2006.

The agency's operating budget is guided by the goals, objectives, and strategies contained in its strategic plan. The seven goals in the plan have measurable outcomes and objectives with corresponding strategies. These strategies represent the agency's work plan and resources are aligned to address them. The operating budget defines the categories of anticipated expenditures necessary to accomplish this work. The strategic plan for 2005-06 is included as Appendix 1. A summary of programs provides a quick reference to the relationship of budgeted programs to the goals, objectives, and strategies of the agency strategic plan and identifies the agency's total resources and specific resource for each program. The Agency Source of Funds and Operating Budget Sheet for FY 2006 follows the Program Summary.

Appendix 2 contains a comparison by program for FY 2005 and FY 2006 of the major cost categories including salaries, fringe benefits, goods and services, travel, contracts, and grants.

Board Action Requested: None. For discussion only. Action to occur in July.

Workforce Training and Education Coordinating Board Program Summary

ALL PROGRAMS - \$28,348,233

- Achieve the goals, objectives, and strategies contained in the agency's Strategic Plan for 2005-07.
- Provide for leadership, coordination, and implementation of the goals, objectives, and strategies in Washington's Strategic Plan for Workforce Development.

WORKFORCE POLICY - \$1,080,646

- Address the content and timelines of statutory requirements in RCW 28C.18; activities identified in the Governor's Office Memorandum of March 9, 1999; and direction provided in Executive Order 99-02.
- Provide policy analysis and advice at the national, state, and local levels for workforce issues, including career and technical education.
- Lead development of a performance management system that results in continuous quality improvement, including required accountability for state and federal programs.
- Match the Carl Perkins administrative requirements while contributing to the workforce training and education system as a whole.

PRIVATE VOCATIONAL SCHOOLS ACT - \$177,164

- Administer an effective and efficient licensing system for private vocational schools, including pre-license technical assistance and electronic license filing.
- Investigate and resolve student concerns and complaints.
- Provide staff support to the Private Vocational School Advisory Committee.
- Collaborate and coordinate with the U.S. Department of Education, Washington Federation of Private Career Schools, federal and state agencies, and others involved in licensing activities.
- Support the role of private career schools within the workforce development system.

TUITION RECOVERY TRUST FUND - \$32,810

- Administer a tuition guaranty fund for students enrolled in private vocational schools.

CARL PERKINS VOCATIONAL EDUCATION - \$24,681,839

- Administer and provide state leadership for activities required and allowed by the Carl Perkins Act of 1998, including programmatic and fiscal responsibilities as the sole state agency.
- Provide opportunities to promote and foster the relationship between Carl Perkins programs and activities and the larger workforce training and education system in the area of planning, coordination, and evaluation.
- Lead and support the promotion of partnerships among business, education, industry, labor, community-based organizations, and government.
- Integrate and coordinate with other federal acts including, but not limited to, the Workforce Investment Act.

VETERANS COURSE APPROVAL - \$178,584

- Administer an effective and efficient program of approving occupational courses and programs for veterans and their beneficiaries.
- Coordinate activities with the U.S. Department of Veterans Affairs, the National Association of State Approving Agencies, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and others.
- Investigate and resolve occupational education-related veterans' concerns and complaints.

WORKFORCE INVESTMENT ACT - \$2,230,000

- Conduct on-going planning and coordinating activities identified in the state's Workforce Development Plan including strategic and technical support to local workforce development councils.
- Implement evaluation and accountability activities and technical assistance efforts associated with meeting the performance measurement requirements of state and federal laws for workforce development.
- Promote and assist with Economic Development/Cluster Strategy using Industry Skill Panels.
- Support the activities of the Board as it carries out its role as the state Workforce Investment Board.
- Implement elements of statewide infrastructure including maintenance of Eligible Training Provider List and Job Training Results web-based reporting.
- Support the recommendations of the Health Care Personnel Shortage Task Force.

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Agency Source of Funds and Operating Budget July 1, 2005 – June 30, 2006

Source of Funds For Budget

General Fund – State Appropriation	1,225,000
Tuition Recovery Trust Fund (State)	32,810
General Fund – Federal Appropriation	24,860,423
Interagency Contract (Federal – WIA)	<u>2,230,000</u>
Total Funds Available	\$28,348,233

Operating Budget by Cost Category

	Total
Staff	28.0
Salaries	1,593,450
Benefits	346,501
Goods & Services (i.e., rent, utilities, service agency costs, etc.)	537,600
Travel	87,728
Contracts (i.e., evaluation, conference support, etc.)	1,053,000
Grants (i.e., OSPI, SBCTC, ESD, Skill Panels)	<u>24,729,954</u>
Total Budget	\$28,348,233

WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Agency Source of Funds and Operating Budget Detailed Comparison by Program

Source of Funds for Budget	FY 2005		FY 2006	
General Fund – State Appropriation	1,636,000		1,225,000 (1)	
Tuition Recovery Trust Fund (State)	32,810		32,810	
General Fund – Federal Appropriation	24,857,894		24,860,423 (2)	
Interagency Contract (Federal – WIA)	<u>1,630,000</u>		<u>2,230,000 (3)</u>	
Total Funds Available	28,157,304		28,348,233	

Budget by Program	Workforce Policy		Private Schools/TRTF		Carl Perkins Voc Ed		Vets Course Approval		Workforce Investment Act		Total	
	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006	FY 2005	FY 2006
Staff	10.0	9.3	2.0	2.0	6.2	6.0	1.8	1.8	8.0	8.9	28.00 (4)	28.00 (4)
Salaries	570,613	533,914	99,745	102,901	330,675	335,301	92,113	95,025	448,668	526,309	1,541,814 (4)	1,593,450 (4)
Benefits	113,894	115,107	21,448	23,781	68,067	74,060	19,515	21,621	90,234	111,932	313,158 (4)	346,501 (4)
Goods & Services	172,000	178,560	34,400	38,400	106,640	115,200	30,960	34,560	137,600	170,880	481,600 (5)	537,600 (5)
Travel	21,260	23,065	11,050	12,082	26,503	27,324	6,806	9,378	13,498	15,879	79,117	87,728
Contracts	140,000	230,0000	-0-	-0-	100,000	80,000	30,000	18,000	260,000	725,000	530,000 (6)	1,053,000 (6)
Grants	485,000	-0-	-0-	-0-	24,046,615	24,049,954	-0-	-0-	680,000	680,000	25,211,615 (7)	24,729,954 (7)
TOTAL	1,502,767	1,080,646	166,643	177,164	24,678,500	24,681,839	179,394	178,584	1,630,000	2,230,000	28,157,304	28,348,233

Notes to Source of Funds:

- (1) General Fund – State Appropriation includes funding for Workforce Policy activities and administration of the Private Vocational Schools Act. Workforce Policy includes required match for state administration of the Carl Perkins Act. The FY 2006 level of \$1,225,000 includes state employees salary increases effective in July and September, and the elimination of INTEC (\$485,000).
- (2) General Fund – Federal Appropriation includes funding for Carl Perkins Act administration and leadership activities and administration of the Veterans Act Course Approval Program. FY 2006 reflects an increase of \$3,339 in Perkins funds and a slight decrease of \$810 in Veterans Act funding.
- (3) Interagency Contract includes funding for the Workforce Investment Act activities provided by the Employment Security Department. FY 2006 reflects an increase of \$600,000 in Workforce Investment Act funds to conduct the net impact and benefit/cost evaluation; participant and employer survey work; and improvements to the Eligible Training Provider List website.

Notes to Proposed Budget:

- (4) Current FTE staff levels and salaries and benefits appear fully funded in the budget.
- (5) Goods and Services include: rentals/leases, printing, communication, supplies, equipment, training, and state agency services (financial, audit, information services, attorney general, personnel, etc.)
- (6) Contracts include: assessment, evaluation, and accountability services; survey work; conference support; health care, and other partnership development efforts.
- (7) Grants include Perkins funds to the Office of Superintendent of Public Instruction (local school districts), the State Board for Community and Technical Colleges (community/technical colleges), and the Employment Security Department (offender programs); and Workforce Investment Act funds for Skill Panels.

Tab 5

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

PRIVATE VOCATIONAL SCHOOL ACT UPDATE

The Workforce Board licenses 259 private career schools doing business in the state of Washington. In the last six months, two schools with multiple sites closed without notice, leaving over 500 students unable to complete their training. The Board has asked whether we are doing all we can to prevent such occurrences.

This agenda item is an opportunity to begin a conversation about what we might do to preclude schools from closing unexpectedly, or in the event of a closure, to lessen its impact on affected students. Gena Wikstrom, Executive Director of the Washington Federation of Private Career Schools and Colleges, will present the attached Annual Private Career School Report. Ms. Wikstrom and Shelly Dubois, President of the Federation, will speak briefly about the private career school industry as a whole, and offer their perspectives on the recent closures.

Workforce Board staff will update the Board on the closures of BCTI and Go2cert.com and introduce some of Oregon's regulations the Board might want to consider adopting to strengthen our rules.

Board Action Requested: None. For discussion only.

ANNUAL PRIVATE CAREER SCHOOL REPORT TO THE BOARD

LouGena Wikstrom, Executive Director

Washington Federation of Private Career Schools and Colleges

July 7, 2005

On behalf of the Washington Federation of Private Career Schools and Colleges and the Private Vocational School Advisory Committee, I submit this annual report to the Workforce Training and Education Coordinating Board.

The Industry

There were 259 private career schools licensed by the Board in 2004. These schools trained over 33,000 Washington residents in approximately 175 occupations.

In direct response to the shortage of health care personnel in Washington, licensed private career schools increased the number of allied health programs they offered. There was a comparable decrease in the number of general office skills programs. Commercial driver, massage therapy, and computer training continued to be industry mainstays, and we saw an increase in niche programs such as pilates instructor, farrier, security guard, filmmaker, and sommelier.

The industry underwent a difficult time this spring with the abrupt closures of five BCTI and two Go2cert.com campuses. Those closures were devastating to the students involved and negatively impacted the private career school industry statewide. Fortunately, such closures are rare. In reviewing all the information now known, the closures of BCTI and Go2cert.com were inevitable. Both schools had experienced declining revenues, even though they took steps to downsize and reduce overhead. It appears the closures were the result of poor business planning, including failure to recognize current market needs.

However, this unfortunate situation has provided us with the impetus to review the regulations to maximize assurance that private career schools are delivering a good product in a financially sound environment. As an industry, we want to offer our assistance and support to the Board during this review. By working together, we are confident reasonable amendments will be incorporated to provide staff with greater strength to identify potential concerns and enhance sound business practices within the schools.

Electronic Licensing Services

On a lighter note, I am pleased to report that our schools have embraced the electronic licensing system for which the Board won the Governor's Award for Customer Service in November 2003. Schools report that license activities are much simpler using the new system and they appreciate the Board's efforts to reduce paperwork and make the licensing process less bureaucratic.

Private Vocational School Advisory Committee – Highlights of 2004

The Committee focused its attention last year on a single topic: Stakeholder Relationships. Carolyn Cummins, State Board for Community and Technical Colleges (SBCTC), met with the Committee to talk about the Job Skills Program and other related SBCTC programs. She reported that Washington State is last in worker funding for retraining. Private career schools are encouraged to participate in proposals for training. The discussion included acknowledgment that there is more collegiality among the varied providers of training.

The Committee spent time reviewing and offering contributions to *High Skills, High Wages 2004*. As a vested stakeholder, opportunities to impact the existing gap of trained workers remains a significant role for private career schools and colleges.

2004 Federation and Committee Officers

Officers of the Federation for 2004 included: President, Michael Milford, International Academy of Design & Technology (IADT), Seattle; President Elect, Shelly DuBois, The Art Institute, Seattle; Vice President, Susan Taylor, International Air Academy, Vancouver; Secretary, Linda DeBarros, Gene Juarez Academy of Beauty, Seattle/Federal Way; and Treasurer, Heida Brenneke, Brenneke School of Massage, Seattle.

Private Vocational School Advisory Committee Officers for 2004 included: Chair, Peter Tenney, Bryman College, Lynnwood; Vice Chair, Bill McMeekin, Puget Sound Center for Teaching, Learning, and Technology, Bothell; and Secretary, Lynn Rullman, International Air Academy, Inc., Vancouver.

In Closing

The Federation of Private Career Schools and Colleges and the Private Vocational Advisory Committee remain a vital link between the Workforce Board and private career schools and colleges in the state. The participation and dialogue we engage in allows our institutions a chance to be seen, to be heard, and to be an active part of the on-going process of change and improvement in professional and career and technical education in Washington State.

PRIVATE VOCATIONAL SCHOOL ACT UPDATE

What is the Status of Recent Private Career School Closures?

Business Careers Training Institute (BCTI)

On March 11, 2005, BCTI closed its doors, displacing 489 students. Workforce Board staff obtained the names and addresses of the affected students; all but four had paid for their training with federal student loans and grants. We mailed information packets to the students instructing them on how to apply to have their federal loans discharged and/or file a claim against the Tuition Recovery Trust Fund. We also encouraged them to contact us to learn about other schools who were interested in providing them an opportunity to complete their training.

According to the U.S. Department of Education, 398 federal loan discharge applications have been processed to date. The four students who paid their tuition using their own funds were reimbursed, through the Tuition Recovery Trust Fund, for training they were unable to complete due to the closure. The total paid to the four students was \$14,172.

Go2cert.com

On May 4, 2005, Go2cert.com closed its two schools. We have not been successful in our attempts to reach the schools' owners and do not have a list of affected students. We have, however, heard from 20 students who paid Go2cert.com for training they were unable to complete due to the closure. Go2cert.com was not nationally accredited, so its students did not qualify for federal financial aid. The students who have contacted us either took out private loans or paid in full by check or credit card. To date we have paid \$147,079 out of the Tuition Recovery Trust fund to the 20 students impacted by the closure of Go2cert.com.

Should the Workforce Board Strengthen its Statute or Regulations to Lessen the Impact of Future Closures?

The Private Career School Licensing Statute is a consumer protection law. Its purpose is to protect against private career school practices that are false, deceptive, misleading, or unfair, and to help ensure adequate educational quality at private career schools [RCW28C.10]. In the aftermath of the above two closures, Workforce Board staff is evaluating RCW28C.10 and its accompanying WAC [490-105], to determine whether there are areas that should be strengthened.

One aspect of our evaluation involves an examination of private career school licensing regulations in other states. We are especially interested in the way Oregon regulates schools because our two states share jurisdiction over a number of schools in the Portland/Vancouver metropolitan area, and there are already some similarities in the way we regulate schools.

We discovered that Oregon has a number of standards we might want to consider. For example, Oregon's private career school law:

- Defines specific standards schools must meet in order to demonstrate financial responsibility, e.g. current assets to current liabilities ratio of at least 1:1; a positive net worth for its most recent fiscal year; and no operating losses for the past two years.
- Requires schools to maintain minimum completion and employment rates for each of their active programs.
- Precludes schools from employing instructors who have less than two years of work experience, postsecondary training, or a combination of the two, in the subject they teach.

In Oregon, a school is designated “at-risk” if it:

- fails to meet standards of financial responsibility
- experiences a substantial decrease in student enrollment from the previous reporting period
- demonstrates pattern of misrepresentation
- generates a number of substantiated student complaints.

At-risk schools are placed on probation and required to correct deficiencies within a specified time. A school that is not able to correct deficiencies is subject to suspension or revocation of its license. Information about schools that are on probation or have had their licenses suspended or revoked is available to the public upon request.

We will continue to review Oregon and other states’ regulatory requirements as we assess potential changes to Washington’s statute and/or regulations.

Who Should the Board Involve in the Decision Making Process?

Any decision to pursue changes in the statute or regulations will be informed by discussions with the private career schools we regulate. We will solicit input from the Federation of Private Career Schools and Colleges and the Private Career School Advisory Committee. If we determine that changes are advisable, the Board would consider them at a future meeting. If the changes require revisions to the RCW, the Board would introduce legislation for the 2006 session. Any WAC changes will be made after the 255 schools we regulate have an opportunity to comment via the normal public hearing process associated with rule-making.

Tab 6

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

LABOR MARKET INFORMATION (LMI) PLAN

Last year, the U.S. Department of Labor (DOL) initiated new requirements for the state labor market information plan funded through the One-Stop Career Center/America's Labor Market Information System federal appropriation. As part of the new requirements, state workforce boards "must play a central role in determining how funds for core products (3) through (6) are spent." The grant plan must be co-signed by the chairperson of the state Workforce Training and Education Coordinating Board and the State Workforce Agency administrator (the Employment Security Department), or signed by the Governor.

Next year's plans are due to DOL by July 1, 2005. Since the Board is meeting on July 7, 2005, Washington has requested a short extension of the deadline so that the plan may be submitted after the Board's review and action. Recognizing that the Board may have wanted more time to review the plan and greater involvement in developing the plan, the resolution includes reference to developing a more collaborative process in the future.

The plan and a brief summary of the plan are included in this tab.

Board Action Required: Adoption of the recommended motion.

RECOMMENDED MOTION

WHEREAS, The United States Department of Labor last year issued a new requirement that the State Workforce Board collaborates in determining how funds are spent from the state's appropriation for labor market information funded through the One-Stop Career Center/America's Labor Market Information System; and

WHEREAS, The Labor Market and Economic Analysis Branch of the Employment Security Department has prepared the State Labor Market Information Plan; and

WHEREAS, the State Labor Market Information Plan identifies how labor market information supports "High Skills, High Wages: the State's Strategic Plan for Workforce Development," including the Strategic Plan's emphasis on cluster-based strategies; and

WHEREAS, the State Labor Market Information Plan includes methods for supporting the planning and program administration activities of Workforce Development Councils,

WHEREAS, In the future, efforts will be made to enable the Workforce Board to have greater involvement in the plan's development;

THEREFORE BE IT RESOLVED, The Workforce Training and Education Coordinating Board endorses the One-Stop Labor Market Information Plan.

One-Stop Labor Market Information (LMI) Core Product Description

1. Continue to populate the America's Labor Market Information System (ALMIS) Database with state data.

Washington State's Labor Market and Economic Analysis (LMEA) Branch will continue to populate and maintain the ALMIS database tables in accordance with guidelines issued by the ALMIS Database Consortium. This year, LMEA will again emphasize "local" information, putting a high priority on populating the core tables with multiple geographic levels, including state, county, and workforce development areas.

2. Produce and disseminate industry and occupational employment projections.

LMEA will produce and distribute industry and occupational employment projections for Washington State and 12 local Workforce Development Areas (WDAs). Long-term projections (2004 to 2014), short-term projections (2005Q2 to 2007Q2), and five-year industry and occupation projections mandated by Washington State legislation. These projections will be produced for the state and all 12 WDAs.

3. Provide occupational and career information products for public use.

LMEA will continue to produce and disseminate occupational and career information products, incorporating related information such as occupational projections, wages, vacancies, benefits, and demand/decline occupations for all 12 WDAs.

The sources of the occupational information include: the Occupational Employment Statistics data, the Employment and Training Administration (ETA) funded industry and occupational projections programs, benefits surveys, and Job Vacancy Surveys. LMEA will maintain links to the ETA-funded Occupational Information Network (O*Net) system as a primary source for information on occupational requirements. The benefits and job vacancy surveys are funded outside ETA One-stop/LMI resources, and provide a good example of leveraging other resources. All products will be Standard Occupational Classification (SOC)-based and demand driven in consultation with intended customers.

4. Ensure that workforce information and support required by state and local workforce investment boards are provided.

In Washington State, central office staff, out-stationed regional labor economists, and the Workforce Explorer internet site will provide state and local area support to the Workforce Training and Education Coordinating Board, local Workforce Development Councils (WDCs), including WDC planning, analysis, policy development and program operations. The regional economists will be required to devote a large share of their time to working directly with WDCs and local WorkSource centers in order to support local planning activities with data and analysis to meet local LMI needs. In addition, each regional economist will provide periodic economic briefings to the WDC members in order to keep them current on local labor market conditions.

5. Maintain and enhance electronic state workforce information delivery systems.

Washington State will continue to improve our award-winning Internet website, the Workforce Explorer. The Workforce Explorer delivers workforce information through an integrated internet web site with a usability-tested design, specific customer groups and tools, all integrated into a system that relies upon a query system attached to the ALMIS database. The Workforce Explorer is integrated into the state's Workforce Investment Act service delivery system through linkages with WorkSource centers, WDC and state agency websites as well as Access Washington. The application will have three upgrades during the year.

6. Support state workforce information training activities.

Washington State will use PY 2005 grant money for training of LMI professionals and to conduct training sessions for LMI users. LMEA plans to send staff to ALMIS sponsored training courses dealing with industry and occupational projections as well as courses dealing with area analysis skills. Additional training courses will be scheduled locally, as they are needed for new and existing staff to enhance their understanding of LMI.

State of Washington

PY 2005 Workforce Information Grant Plan

A. Statewide Workforce Information System

The Revised Code of Washington (RCW 50.30.050) designates the Employment Security Department (ESD) as the official source of Labor Market Information (LMI) in Washington State. The ESD accomplishes its tasks through the Labor Market and Economic Analysis Branch (LMEA). LMEA employees develop and disseminate data and analysis at both the state and local levels. In addition to General Administration, LMEA is organized into five basic sections: Current Labor Force Statistics; Customer Coordination and Delivery System; Operations Support; Economic and Policy Analysis; and Area Labor Market Information. These sections support the State's five-year plan for workforce investment by creating and disseminating LMEA products and services and by providing analyses to various customers. Out-stationed and central office staff economists accomplish this through a combination of electronic systems, publications, and in-person services. Specific information regarding these products and services to support workforce information systems are described in this plan.

- **The process used to ensure that the State Workforce Investment Board (SWIB) can exercise its responsibility for ensuring that state workforce information policy is responsive to the needs of the state and local workforce investment system.**

The Workforce Training and Education Coordinating Board (Workforce Board) (Washington State's SWIB) is responsible for overseeing the statewide workforce development system. On June 30, 2004, the Board adopted *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*.

Included in the Strategic Plan is the following vision: "A workforce development system that offers every Washingtonian access to high quality academic and occupational skills education throughout his or her lifetime, effective help to find work or training when unemployed, and the personalized assistance to make progress in the labor market, and Washington employers access to the skilled workforce they need."

The Strategic Plan identifies LMI as a key component in creating a high skills, high wage workforce. Providing high-quality labor market information enables programs to respond to changes in workforce requirements and informs students and other customers about current and future career opportunities. LMEA is improving the quality of labor market information by working with partners and customers in order to shape products and services that best meet the needs of workforce development programs, partners, and participants.

The Workforce Board reviewed and approved the Information Grant Plan on July 7, 2005.

- **How the statewide workforce information system supports the goals of the state's Workforce Investment Act (WIA)/Wagner-Peyser Five-Year Strategic Plan for state and local workforce development.**

The workforce information system supports several of the key strategies in the state's strategic and operational plans that form the state unified plan.

The State Strategic Plan includes the strategy: "Provide high-quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities, especially in high demand clusters such as health care and information technology."

The State Strategic Plan emphasizes a cluster-based targeted sector approach for workforce and economic development. High-quality LMI is critical for identifying the key clusters at the state and local levels.

The Governor submitted the new Workforce Investment Act (WIA) and Wagner-Peyser two-year operational plan in May 2005. Included in the plan is the One-Stop Career Development System called WorkSource. The WorkSource goal of "universal access" specified in the two-year plan is made possible through the Internet by using the award-winning Workforce Explorer website (www.workforceexplorer.com) that provides universal access to a large number of LMI productions and services.

- **How the grant activities are consistent with the strategic vision of the Governor and the SWIB.**

Activities carried out through this grant will be consistent with Governor Christine Gregoire's goals and Washington State's unified plan for Workforce Development.

- **The strategy of the State Workforce Agency (SWA) and the SWIB for consulting with local workforce investment boards and stakeholders in the workforce investment system to determine customer needs for workforce information.**

The State Workforce Agency (ESD in Washington State) has a representative on the state Workforce Board and each of the Local Workforce Investment Boards (Workforce Development Councils (WDCs) in Washington State). LMEA contacted the director of each of the 12 WDCs and sought their input regarding this plan. In addition, LMEA works closely with the WDCs on a variety of subjects, make presentations at their meetings, and work with WDC members and staff on a wide range of topics. These contacts will be developed into a more cohesive consultative strategy in collaboration with the SWIB as LMEA continues to work more closely with the WDCs throughout the year.

- **The broad strategic approach for workforce information delivery to principal customers.**

The broad strategic approach is to provide the highest quality labor market information through the most convenient access possible. Many customers are satisfied by accessing electronic forms through the internet, while some customers prefer to have individual attention and others, publications. This grant provides funds to meet the preferences of each type of customer.

The Workforce Explorer web site is the primary means of access for most customers for most types of labor market information. The web site includes a sophisticated query tool for the America's Labor Market Information System (ALMIS) data base and downloadable Excel spreadsheets for most types of data demanded by customers. In addition, the web site includes a comprehensive electronic career center, an occupation explorer, industry explorer, regional data profile, links for employers, students, job seekers, and data analysts, electronic assessment tools, links from occupations to job openings on Washington's electronic labor exchange, and numerous topical articles and labor market analyses.

In addition, LMEA staff provide direct services to customers with complex information needs or regular inquiries about labor market information. Specific staff are assigned to meet the needs of customers whenever appropriate. For example, our Quarterly Census of Employment and Wages (QCEW) supervisor provides direct service to the state Office of the Forecast Council because they most often have questions about QCEW data. Similarly, the Regional Labor Economists most often provide service to the local WDCs, as they are experts in local labor markets.

- **How workforce information and services are delivered as core services to customers through the state's One-Stop service delivery system.**

In Washington State, the WorkSource centers make up the One-Stop service delivery system. The Workforce Explorer is Washington's principal delivery system for labor market data and analysis. The system is accessible to all WorkSource centers in all 12 of the State's Workforce Development Areas (WDAs). To promote the use of Workforce Explorer, LMEA is using bookmarks and presentations at workshops, training sessions, conferences, and symposiums. In addition, LMEA publicizes the web link in all hard copy publications and, as requested, LMEA provides training for local staff on how to navigate and apply the systems. Where LMEA has stationed Regional Labor Economists in One-Stop WorkSource centers, they provide training and other information for One-Stop staff and customers.

- **A description of the customer consultation and satisfaction assessment method(s) to be used to collect and interpret customer satisfaction information and the principal customers to be consulted.**

Several approaches will be used to collect customer satisfaction information. The Workforce Explorer web site includes feedback ratings for every article to ensure that articles written for the Internet are meeting the needs of customers such as jobseekers, businesses, and economic development agencies. LMEA continues to improve the Workforce Explorer website based on user feedback. We will continue to seek an overall web-based survey to rate the Workforce Explorer's effectiveness. We are holding several business round tables to solicit suggestions for improvement and rate our products. This information will ensure our products and services meet the needs of businesses to the maximum extent possible. LMEA also gauges customer satisfaction through the feedback forms collected at Economic Symposiums.

- **A concise summary of customer satisfaction findings for the most recent survey of products and services and the effect those findings had on the planned products and services for PY 2005 including how the plan addresses inadequacies or gaps identified by users.**

In June 2005, LMEA surveyed the WDC directors for their input on the development of this plan.

LMEA has solicited feedback and ideas from conference participants; surveyed publication readers, and have asked for comments and feedback electronically.

Washington's LMEA recognizes the ongoing importance of customer satisfaction assessment and its role in improving current products and services, and in meeting new and emerging customer needs.

Some of the new methods for collecting feedback include an opportunity for readers to evaluate each article on the Workforce Explorer; overall web-based survey, and focus group results.

- **Identify funds leveraged or matched from funding sources other than these grant funds and how these funds will enhance delivery of products and services as part of the state's workforce information system.**

Washington State law requires several labor market information products that enhance, extend, and elaborate on the products required from this grant. RCW 50.38.040 and RCW 50.38.050 mandate the following from LMEA on an annual basis:

- (1) Oversight and management of a statewide comprehensive labor market and occupational supply and demand information system, including development of a five-year employment forecast for state and labor market areas.
- (2) Produce local labor market information packages for the state's counties, including special studies and job impact analyses in support of state and local employment, training, education, and job creation programs, especially activities that prevent job loss, reduce unemployment, and create jobs.
- (3) Coordinate with the Office of Financial Management (OFM) and the Office of the Forecast Council to improve employment estimates by enhancing data on corporate officers, improving business establishment listings, expanding sample for employment estimates, and developing business entry/exit analysis relevant to the generation of occupational and economic forecasts.
- (4) In cooperation with OFM, produce long-term industry and occupational employment forecasts. These forecasts shall be consistent with the official Economic and Revenue Forecast Council biennial economic and revenue forecasts.

The Department shall submit an annual report to the Legislature and the Governor that includes, but is not limited to:

- (1) Identification and analysis of industries in the United States, Washington State, and local labor markets with high levels of seasonal, cyclical, and structural unemployment.
- (2) The industries and local labor markets with plant closures and mass layoffs and the number of affected workers.
- (3) An analysis of the major causes of plant closures and mass lay-offs.
- (4) The number of dislocated workers and persons who have exhausted their unemployment benefits, classified by industry, occupation, and local labor markets.

- (5) The experience of the unemployed in their efforts to become reemployed. This should include research conducted on the continuous wage and benefit history.
- (6) Five-year industry and occupational employment projections.
- (7) Annual and hourly average wage rates by industry and occupation.

For these purposes, LMEA receives funding from the state through two fund sources to provide this specified labor market information to customers. By leveraging these resources with funding under this grant, LMEA is able to provide Washington State labor market information customers with a higher level of service of improved quality than would be possible if we did not use these funds together with funds from the ETA One-Stop LMI grant in an integrated manner.

Funds from the Wagner-Peyser program are used to help support the dissemination of local labor market career and occupational information to jobseekers across the state. These funds help support the nine regional labor economists stationed at LMEA headquarters and throughout the state. This funding is combined with funds from this grant to ensure that local labor market information is distributed in a coordinated and complete manner. In addition, the activities of the regional economists are, in some cases, supported by their primary customers, the WDCs. Some of the WDCs provide office space and other support for the regional economist for their area.

Other grants and contracts that are leveraged with funds from this grant include the America's Career Resource Network (ACRN) grant from the Workforce Board. The WIA dislocated workers program supports the Washington State Job Vacancy and Benefits surveys, and the U.S. Census Bureau, through the Local Employment Household Dynamics (LED) program also provides data for a broad range of labor market information products and services.

B. State Workforce Agency Deliverables

1. Continue to populate the ALMIS Database with state data.

Description of core product, service, or other demand activity:

Washington State's LMEA will continue to populate and maintain all ALMIS database table designated as core tables in accordance with guideline issued by the ALMIS Resource Center. In addition to the designated core tables, maintenance and updating of occupational licensing tables, such as LICENSE, LICAUTH will also occur and be coded to Standard Occupational Classification (SOC). This data will be provided to the National Crosswalk Service Center for inclusion in the America's Career Information Network upon their request.

LMEA will complete the transition to the new ALMIS 2.3 structure. This includes changes to the licensing information, enhanced SOC titles, and changes to the ALMIS Employer Database tables. This year, we will continue to expand the geographic choices available for core data tables in the database, with emphasis on increasing access to WDA data, and local information. We will also work with data providers and customers to better understand needs to improve the data distribution process through the ALMIS database and applications built upon it.

Customer support for product or service as indicated in customer satisfaction survey results or other consultations:

Customer's report high satisfaction and increasing need from using electronic delivery systems to extract, query, and view local occupational and economic information stored in our ALMIS database. These applications include Workforce Explorer, Occupations in Demand, and the Adjudicator Assistant. Without continuously updating of the ALMIS database, the Workforce Explorer and other tools would be quickly out-of-date, customer satisfaction would decline rapidly, and labor costs of providing this information one on one basis would increase. We will collect satisfaction ratings, feedback and needs from both users of applications relying on ALMIS data and from data providers dealing with timeliness of data, quality of information, and amount of details to help guide our database population activities. Information will be shared with data providers as well, for possible improvements which may lead to better data.

How the deliverable supports goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:

In Washington's Five-Year Plan, the products and services of LMEA that utilize data from the ALMIS database are an integral part of WIA implementation. The Workforce Explorer is the principle data delivery system specified in Washington's WIA plan as the source of core labor market information. The goal of "universal access" specified in the five-year plan is made possible through the Internet by using the Workforce Explorer website. Job seekers, employers, students, workforce development and anyone else that has Internet access can utilize this resource 24 hours a day, seven days a week. This access is available at WorkSource Offices, libraries, school and from home. For those that cannot access the Internet, LMEA has a toll-free telephone number to a Labor Market Information Center (LMIC) that provides LMI answers and printed copies via mail. They rely on the Workforce Explorer, which utilizes the ALMIS database, to respond in a timely, efficient manner.

Principal Customers of the deliverable:

Job seekers, employers, WDCs, WorkSource staff, training providers, students, economic development councils, Chambers of Commerce and other state and local government agencies all have products and services derived from data extracted from the ALMIS database. Internally, it is used as a data warehouse, helping to improve the quality and consistency of delivering data to customers. Requests and feedback are monitored, and improvements are made to promote self-service of information through access to the ALMIS database.

The outcome(s) and system impact(s) projected for each deliverable:

The principle outcome and primary impact will be universal access to current labor market information. An integrated source of data promotes improved consistency and reliability of data and analysis to users. Job seekers, students, employers and workforce professionals will be able to apply current, accurate labor market information to make informed career decisions, job search efforts and business plans. The ALMIS database will continue to be the central repository of data that our primary delivery systems rely on to meet existing and new customer needs.

Planned milestones for completion of the deliverable:

This work is expected to continue through program year 2005 and updates to the ALMIS database are made as soon as new data is provided. Monthly, state and local industry employment estimates, and unemployment rate data are the primary updates. Biannual updates occur for employer database, occupational wage information, and short and long term industry and occupational projections. Many other data items are annual, with ongoing updates.

The total estimated costs of each deliverable, including identification of planned equipment purchases of \$5,000+ or more per unit cost:

Estimate Cost: \$141,550

Other Funding Sources: \$90,300

2. Produce and disseminate industry and occupational employment projections.

Description of core product, service or other demand activity:

LMEA will produce and distribute industry and occupational employment projections for Washington State and 12 local WDAs. A North American Industry Classification System (NAICS) based historical industry employment time series from January 1990 to June 2005 will be utilized for this project. NAICS based staffing patterns will also be constructed using confidentiality-screened information from the Occupational Employment Statistics (OES) survey.

Washington State will use the methodology proposed by the Projections Workgroup and Managing Partnership, but implement the methodology internally using E-Views software and leading economic indicators from the Global Insights Company, rather than consortium software tools.

Long-term projections for the 2004 to 2014 period and the short-term projections for the 2005Q2 to 2007Q2 period will be produced for the state and all 12 WDAs as required by Employment and Training Administration (ETA). In addition LMEA will produce the five-year industry and occupation projections mandated by Washington State legislation. In the preparation of the occupational projections LMEA will incorporate estimates of self-employment and use replacement rates from the Managing Partnership's Micro Matrix software.

LMEA will populate the ALMIS database with both short term (2005Q2-2007Q2) and long term (2004-14) industry and occupational projections and will submit the data for public dissemination following the procedures established by the Projections Workgroup and the Projections Managing Partnership. The short-term occupational projections will also be published in the state's annual report, in the county profiles, and will be used to produce the official occupational "demand" and "decline" list for training benefit purposes.

LMEA also plans to send staff members involved in projections work to Projections Workgroup and Managing Partnership sponsored meetings and training sessions in order to utilize the latest methodology and share Washington's expertise with other states.

Customer support for product or service as indicated in customer satisfaction survey results or other consultations:

Branch-wide efforts to solicit customer feedback indicate that industry and occupational projections are among the most sought after information that LMEA produces. The number of visitors to the Occupation Explorer tool on the Workforce Explorer has been greater than any other data tool on our website. In PY 2005, LMEA will continue to track projections data access on the web and solicit client feedback through direct contact and surveys of the WorkSource (One-Stop) Service centers. To insure that our efforts continue to be demand driven, LMEA will keep an inventory of all projections related presentations to different customer groups and will

solicit feedback at every presentation. This feedback will be summarized and guide our projections-related product development and dissemination.

How the deliverable supports goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:

LMEA will continue to support the state's five-year strategic plan, localized training benefits lists, and other state and local workforce information products. To support the state's five-year strategic plan, both industry and occupation projections will be made available to everyone in Washington State through our electronic delivery system, the Workforce Explorer. Paper copies of publications printed from the LMEA web site will be provided to those who cannot access the projections electronically. In addition, information will also be communicated to customers through the toll free number of the LMIC (1-800-215-1617), other telephone requests, through formal presentations, and incorporated into occupational and career information products.

Principal Customers of the deliverable:

The main customer groups will include job seekers, employers, WDC, WorkSource center (One-Stop) staff, training providers, students, economic development councils, chambers of commerce, education planners, and other state and local government agencies.

The outcome(s) and system impact(s) projected for each deliverable:

The projected outcomes and system impact will be the availability of critical information needed in the state for policy decisions, program administration, and curriculum development.

Planned milestones for completion of the deliverable:

Refinement of NAICS based historical industry employment database - December 2005.

Prepare NAICS based short-term and long-term industry projections - March 2006.

Prepare a screened NAICS based staffing pattern from OES survey data - April 2006.

Prepare short, medium, and long term occupational projections - May 2006.

Populate the ALMIS Database and the "Workforce Explorer" home page with state and area projections - June 2006.

Transmit required projections to the Projections Workgroup for further public dissemination - June 2006.

The total estimated costs of each deliverable, including identification of planned equipment purchases of \$5,000+ or more per unit cost:

Washington State law (RCW 50.38) requires five-year employment projections by industry and occupation, in addition to the two year and ten year projections required by this grant. For this purpose, LMEA receives funding from the state through ESD Client Placement Program (CPP) funds to provide this and other specified labor market information. By leveraging these resources with funding under this grant, LMEA is able to provide Washington labor market information customers with a higher level of service of enhanced quality that would be impossible if we did not use these funds in an integrated manner. This approach permits Washington to be among the national leaders in the development and dissemination of labor market information products.

Estimated Cost: \$108,950

Other Funding Sources: \$258,100

3. Provide occupational and career information products for public use.

Description of core product, service, or other demand activity:

PY05 funding will be used to produce and disseminate occupational and career information products, incorporating related information such as occupational projections, wages, benefits, and demand/decline occupations by WDA.

The occupational information will come from the OES data and the ETA funded industry and occupational projections programs, benefits surveys, and Job Vacancy Surveys (JVS). LMEA will maintain links to the ETA-funded Occupational Information Network (O*Net) system as a primary source for information on occupational requirements including typical tasks, knowledge, skills, abilities, work activities and work context. The benefits survey and JVS will be funded by other than ETA One-stop/LMI resources. All products will be SOC-based and demand driven in consultation with intended customers.

This core product benefits from a high degree of financial leverage in Washington State. Fund sources that support similar products include

1. The state UI re-employment services (CPP) program supports the provision of local labor market information for job-seekers.
2. Local WDAs.
3. State law (RCW 50.38) provides for specific labor market information products that enhances those associated with this grant. These state-mandated products are funded through the Unemployment Compensation penalties and interest fund, and allocated by the state legislature.
4. Other grants and contracts that help support these and similar activities include the ACRN grant from the Workforce Board. The WIA dislocated workers program supports the Washington State Job Vacancy and Benefits surveys, and the US Census Bureau, through the LED program also supports the products and customers targeted by this core product.

Occupational and career information products, which will be supported in part through grant funds, and in part through other state and local fund sources, will include, but not be limited to:

1. A marketing brochure linking occupational projection and wage information to required training levels. The brochure will also provide information on how to link to the Workforce Explorer for more career planning tools. (To be produced in spring and summer of each year.)
2. An assessment of occupational supply/demand conditions for each occupation (with estimated employment over 10) in each WDA (beginning of the calendar year).
3. A designated list of high demand, high wage occupations for each WDA (in the summer of each year).
4. Published Job Vacancy Survey results for the late fall and late spring surveys. There will be an extended survey sample for key industries identified collaboratively by LMEA and the local WDCs.
5. Published employee benefit survey on benefits offered to employees by industry, area, and firm size, (annually).
6. A monthly targeted occupations report on the Workforce Explorer (monthly).

7. An annual report on the occupational outlook for the state and each of the 12 WDAs (for the state in spring, for areas beginning in December of 2005, and working through third calendar quarter of 2006).
8. Current unemployment insurance claimant information by county, occupation, and industry, (produced weekly and monthly)

Customer support for products or services as indicated in customer satisfaction survey results or other consultations:

The indicated products will be demand driven, developed in consultation with intended customers. LMEA will consult with other state agencies, the community colleges, and the Workforce Board and will gather information through the Workforce Explorer to develop both electronic and hard copy products that meet customer needs.

How the deliverable supports goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:

To support the state's five-year plan, LMEA will produce an extensive range of SOC-based occupational and career information products, which will be supported by One-stop/LMI funds leveraged with several other fund sources.

LMEA has determined that several approaches are needed to disseminate industry and occupational information. Our primary means of dissemination will be the Workforce Explorer website, supplemented by the Occupations of the Unemployed website, special purpose lists such as the qualifying occupations for training benefits program, and electronic and hard copy reports such as the "Occupational Outlooks" that are produced for each of the 12 WDAs.

The project outcome will be "universal access" to occupational and career information as specified in the State's Five-Year WIA Operations Plan and support to effective career decision making and more effective training program planning.

Principal Customers of the deliverable:

- * **Job seekers**, distributed through workshops in WorkSource centers and by individual requests.
- * **Businesses**, who want to understand the skill set of the local workforce.
- * **WDCs**, who extensively use LMI on skills of workforce and available labor to create, implement, plan, and maintain programs.
- * **WorkSource One-Stop Centers**, providing career guidance to job seekers.
- * **Economic Development Councils**, to understand the characteristics of their local labor force and probable future labor force.
- * **Chambers of Commerce**, use information on labor availability to attract and retain businesses.
- * **Students**, principally high school, community college, four-year college and university students.
- * **Other governmental organizations** for policy information and to improve services.

The outcome(s) and system impact(s) projected for each deliverable:

The projected outcome will be universal access to occupational and career information as specified in the state's five-year plan. The primary labor market impact will be that customers in every customer group specified above will be able to make more informed career and occupational decisions based on LMI estimates, projections, and impartial analysis of occupational and career information.

Planned milestones for completion of the deliverable:

Workforce Explorer enhancements will be continuous throughout the program year. New versions of the Workforce Explorer are expected as are new products and e-services. As new and better defined customer needs are identified, new occupational and career information products will be developed and presented on the Workforce Explorer. Other product completion dates are indicated with the specific products listed above.

The total estimated costs of each deliverable, including identification of planned equipment purchases of \$5,000 or more per unit cost:

Estimated Cost: \$57,138

Other Funding Sources: \$458,700

4. Ensure that workforce information and support required by state and local workforce investment boards are provided.

Description of core product, service, or other demand activity:

In Washington State, central office staff, out-stationed regional labor economists and the Workforce Explorer internet site will provide state and local area support to the state Workforce Board and WDCs: The state and local boards will use the products and services to inform planning, analysis, policy development, and program operations.

In order to further facilitate effective collaboration, LMEA will implement scheduled quarterly meetings with Workforce Board staff responsible for LMI one-stop activities. The purpose of the meetings will be to provide an update on progress in meeting the grant deliverables, discuss ways to improve the one-stop products, and make mid-course corrections to the activities to better meet the needs of the Workforce Board and the local WDCs.

The state Workforce Board has adopted a cluster-based approach for workforce development, focusing resources on key economic sectors that have demonstrated their competitive advantage in the market. The Workforce Board utilizes LMI data on employment in order to identify key sectors. The Board then directs resources to WDCs and other entities to create skill panels of employers, labor, and workforce provides for those industries.

The Workforce Board also uses LMI products and services in order to identify project job openings and their educational requirements. The Board compares the information on openings with information on educational supply in order to determine areas of shortages that require additional student enrollment.

In PY 2005 the regional economists will be required, as in previous years, to devote a large share of their time in working directly with WDCs and local WorkSource centers in order to support local planning activities and meet local LMI needs. In addition, each regional economist will provide periodic economic briefings to the WDC members in order to keep them current on changes in local labor market conditions.

Since each area has its own distinct way of achieving its employment and workforce development goals, LMEA does not have a blanket strategy for meeting local needs. Each regional economist will work with local planners and program administrators to identify their needs and provide the necessary information. The regional economists have the responsibility to know the local labor market and to be able to answer questions about it. The regional economists will participate in the preparation of industry employment estimates, monthly narrative analysis for the Labor Area Summaries publication on the Workforce Explorer, and the preparation of special subject and area reports as they are identified by local client needs. They will assist WDC staffs in their work on sectoral analysis and skill panels, with their local efforts being client driven.

Each regional economist will be expected to prepare "County Profiles" for assigned WDA and special research report during this program year. The regional economists will assist local Workforce Investment Boards in the maintenance of their occupational supply and demand list used for "Training Benefits" administration. They will also be available to speak to interested local groups on subjects related to the economy and the local employment situation.

Customer support for product or service as indicated in customer satisfaction survey results or other customer consultations:

Since PY 2002, the LMEA Branch has been conducting Job Vacancy and Benefits surveys. Those surveys have been very popular with employers, job seekers and other customers, and LMEA will continue to administer them twice per year. Electronic customer surveys will gather client feedback on these products. Previous customer surveys have also indicated a need for assistance from trainers to locate and interpret data, and the skills of economists for an analysis of the employment situation in the local area. As these services are provided, feedback will be gathered to determine how well these needs are being met.

How the deliverable supports the goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:

The indicated products and services will support WIA/Wagner-Peyser plans by providing the information as outlined in the five-year plans. Both central office staff and regional economists will develop data, prepare reports, and provide services to assist state and local staffs in planning and implementing WIA training and employment programs.

Principal Customers of the deliverable:

In addition to the state Workforce Board and local WDC planners and administrators, WorkSource service center staff and clients, principal customers will include employers, students, job seekers, analysts, reporters, and economic development planners.

The outcome(s) and system impact(s) projected for each deliverable:

The measurable outcome will be electronic reports, data and publications that address the specific workforce information needs of WIA planners, and other state and local LMI users. Training providers, students, and job seekers will have improved access to data-based decision making. Specific measurable goals will be identified for each regional economist and each WDA.

Planned milestones for completion of the deliverable:

The LMI delivery and support work will continue throughout the year. Currently, all WorkSource centers have electronic access to the LMEA data delivery websites and have LMI publications and/or brochures in their resource areas. Special reports will be posted monthly on the Workforce Explorer and electronic feedback opportunities for customers will be provided. Special efforts will be made to make sure that the local data users have access to the most current and most accurate information developed by the branch. Economic Symposiums will be presented in the fall and spring to publicize LMEA products and update clients on the latest employment situation in Washington State and the local areas.

The total estimated cost of each deliverable, including identification of planned equipment purchases of \$5,000 or more per unit cost.

The activities of the regional economists are, in some cases, supported by their primary customers, the WDCs. Some of the WDCs provide space and other support for the regional economists for their area.

Estimated Cost: \$137,546

Other Funding Sources: \$289,900

5. Maintain and enhance electronic state workforce information delivery systems.

Description of core product, service, or other demand activity:

Washington State will continuously improve our flagship delivery system, "Workforce Explorer." The Workforce Explorer delivers workforce information core products, including data, graphs, and analysis, to a diverse group of users. It is integrated into the State's WIA service delivery system through linkages with WorkSource centers, WDC homepages and other state agency websites and Access Washington. It provides simple and advanced tools for viewing, saving, and downloading data tables, reports, and written analysis.

Along with routine updates, functional improvements which are based on user needs and feedback will be outlined, prioritized, tested, and implemented. Improvements will utilize feedback and customer focus groups for testing and verification of their need and results accomplished. Currently, priorities expected to be worked on include an improved site search tool, an improved data display and query tool for local industry employment, and enhanced displays with more visual graphics. New functionality includes improved access and integration of licensing information, organizing information around educational clusters and vocational programs, and new interfaces for retrieving occupational data based on various attribute parameters. Improved linkages to partners in the workforce development system will be promoted as well.

The Workforce Explorer application will be hosted and maintained, and three upgrades will be released throughout the year.

Enhancements to the application, to the usability, and to the display of information will be driven by feedback collected from users.

Customer support for product or service as indicated in customer satisfaction survey results or other customer consultations:

Workforce Explorer will include three primary ways of collecting customer feedback. First, articles and narrative include a “rating system” to allow us to identify most frequently read articles, and favorites based on user ratings. This rating system is integrated into the article itself.

Second, we will collect needs and satisfaction information from a comprehensive user survey, and also from periodic survey questions placed on the website. Surveys will be targeted toward different customer groups, helping to focus on specific needs. Follow-up will be performed to validate LMEA responses to the feedback.

Third, partnerships with agency liaisons and customer representatives will be used to better identify customer needs. Systematically, groups will be asked for feedback and to participate in needs analysis and prototype evaluations.

How the deliverable supports the goals of the state’s WIA/Wagner-Peyser Five-Year Strategic Plan:

Workforce Explorer is the primary service delivery mechanism for LMI. Continuously using customer feedback to enhance Workforce Explorer will enable LMEA to make certain that this intranet-based tool will be as effective as possible in supporting the five year plan.

The outcome(s) and system impact(s) projected for each deliverable:

The Workforce Explorer will be a fully functional system that is used extensively by the Workforce Information System and the citizens of Washington State. The number of visits and feedback from customers accessing the system will be used to measure the amount of use and satisfaction. To complement the number of visits, customer groups will be asked questions to help determine specific satisfaction amongst customer groups. LMEA will use the feedback to continuously improve Workforce Explorer.

Planned milestones for completion of the deliverable:

The maintenance and improvements of this system will continue throughout the year. Three new versions will be deployed as the contractor and consortium of states overseeing the system have developed various improvements. Needs and satisfaction measures will be collected for customer groups.

The total estimated cost of each deliverable, including identification of planned equipment purchases of \$5,000 or more per unit cost.

We expect a combined cost of application hosting, application enhancements, and upgraded licenses and maintenance of software to cost approximately \$100,000.

Estimated Cost: \$241,282

Other Funding Sources: \$0.0

6. Support state workforce information training activities.

Description of core product, service or other demand activity:

Washington State will use grant money for training of LMI professionals and to conduct training sessions for LMI users. For LMEA staff, training will be funded to upgrade computer and analytical skills, as well as communication techniques for delivering labor market information to partners and participants in the workforce delivery system. In addition, LMEA plans to send staff to ALMIS sponsored training courses dealing with industry and occupational projections as well as courses dealing with area analysis skills and other technical training. Additional software training courses will be scheduled locally, as they are needed for new and existing staff to enhance their proficiency and productivity.

Training and technical assistance for new workforce information users will be provided, whenever possible, by LMEA staff working with locally based trainers and regional economists. In November 2005, LMEA will present an economic symposium for economists, planners, program staff, and other LMI data users. Much of the content will be driven by electronic delivery such as Workforce Explorer. Two smaller symposiums will be scheduled around the state as well. As usual LMEA presenters will also highlight recent economic developments and promote the use of Workforce Explorer.

The Workforce Explorer will include training snippets to enhance the usefulness of the website and aid customers in finding answers to questions. Navigation will be enhanced as well through frequently asked questions sections.

Our LMEA trainer will continue to promote the use of this curriculum to a wide variety of customers through training sessions, conferences, workshops, and events. Feedback from training participants will be brought back, reviewed, for improvements into products and services.

Customer support for product or service as indicated in customer satisfaction survey results or other consultations:

Training content will be designed to meet the needs of customers. All training sessions will include customer survey forms. The feedback from these customers will help to determine the content of future symposium and training curricula. The recommendations from readers of publications will be reviewed and incorporated into subsequent versions of the information, display tool, and analysis as appropriate.

How the deliverable supports the goals of the state's WIA/Wagner-Peyser Five-Year Strategic Plan:

This activity will support WIA/Wagner-Peyser program by providing training to program delivery staff and assisting clients in applying labor market information to assist them in their career planning and job search activities.

Principal customers of the deliverable:

LMEA staff, WDC staff, One-Stop staff, employment counselors and broad range of public and private customers interested in accessing and using the labor market information produced by LMEA.

The outcome(s) and system impact(s) projected for each deliverable:

The focus of the training effort will be to increase workforce development staff training and understanding of workforce information and to assist customers in accessing, understanding and using labor market information. All training will be done and created in consultation with clients. Increased use of labor market information tools such as the Workforce Explorer and associated publications should be a measurable impact of this activity.

Planned milestones for completion of the deliverable:

The Symposium, which has been held annually since 1995, is held during the second quarter of PY 2005 while training is expected to occur in all quarters of the program year. The regional labor economists will provide technical assistance to the staff of the WDCs and WorkSource centers as the need for training is identified. In PY05 two additional symposiums will be held.

The total estimated cost of each deliverable, including identification of planned equipment purchases of \$5,000 or more per unit cost:

Estimated Cost: \$63,062

Other Funding Sources: \$37,500

C. Consultation and Customer Satisfaction Assessment

LMEA will utilize a variety of tools and approaches to assess the level of customer satisfaction with its labor market information products and services. The Workforce Explorer web site will continue to collect feedback ratings for every article to ensure that articles written for the Internet are meeting the needs of customers such as jobseekers, businesses, and economic development agencies. We will also continue to seek an overall web-based survey to rate the Workforce Explorer's effectiveness. A Workforce Explorer user advisory group meets regularly to improve the usability and usefulness of the system. We are holding a series of business roundtables to help ensure our products and services meet the needs of businesses to the maximum extent possible. In addition, Economic Symposiums include a survey of the usefulness of our labor market information with suggestions for improvements.

The feedback from all these assessment approaches will be utilized in a continuous improvement process to fine tune our products and services to customer needs. Each manager within LMEA will be responsible for assessing the degree to which their products meet his or her customers' needs, and incrementally improving the products to address the demands of customers. Performance measures described in the LMEA Operational Plan will also lead to improvements. In this way, over time, LMEA will become more and more demand driven.

Tab 7

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

WORK READINESS CREDENTIAL PILOT PROJECT UPDATE

High Skills, High Wages Strategy 1.3.5

Enhance “Employability Skills” Training in Workforce Development Programs

Washington State, the District of Columbia, and the states of Florida, New Jersey, New York, and Rhode Island are making progress towards launching the Work Readiness Credential (credential). Along with the National Association of Manufacturers, the National Governors Association, the Institute for Educational Leadership, the National Retail Federation, and the U.S. Chamber of Commerce, the above states comprise the Policy Oversight Council, guiding the credential’s development and validation.

Scheduled to “go live” in spring 2006, the credential will measure non-technical “work-ready” skills that are needed by many employers across industries. New jobseekers and entry-level workers who earn the credential will be able to show employers that they have demonstrated the ability to apply situational judgment, reading, math, and communication skills in a work-related context. Education and training providers will be able to understand their students’ achievement of the skills measured and create or match curricula and assessments that will prepare students for work. This will be especially helpful for people with little or no work experience or education credentials.

In late 2004, the Center for Workforce Preparation (CWP) at the U.S. Chamber of Commerce adopted the credential as a major project. In its new role, CWP brings marketing, strategic planning, and business engagement expertise. They are currently developing a web page resource, brochure, and brand identity. They are also engaging other interested states, including California, Indiana, Massachusetts, North Carolina, Ohio, Oregon, Pennsylvania, Texas, and Virginia.

The credential project has received a good deal of national media attention that reflects the benefits employers, adult basic skills educators, career and technical education leaders and workforce experts see the credential bringing to industry and workers alike.

A brief explanation of the credential, a collection of national press stories on the credential project; and a copy of the power point to be presented to the Board at its July 7, 2005, meeting are included in this tab.

Board Action Required: None.

WORK READINESS CREDENTIAL – PROJECT UPDATE

What is the Work Readiness Credential?

Businesses across industries have common workplace expectations for foundational or “work-ready” skills. It can be a challenge to hire and retain entry-level workers who can think critically, cooperate with others, apply math, and make sound judgments. These skills can affect a company’s productivity, sales, and the quality of products and services. They can be just as important to an employer as technical training.

In this case, “work-ready” means a person comes to the job ready to perform tasks, learn and apply technical skills, and over time show reliability, problem solving skills, and appropriate behaviors. These are skills every worker must learn and demonstrate at some point in his or her career, and usually in an entry-level position.

The credential measures these employer-desired skills:

1. Speaks so others can understand
2. Listens actively
3. Reads with understanding
4. Observes critically
5. Cooperates with others
6. Resolves conflict and negotiates
7. Uses math to solve problems
8. Solves problems and makes decisions
9. Takes responsibility for learning
10. Uses information and communications technology

Business input has guided the development of an assessment-based certification called the **Work Readiness Credential (credential)**. When complete, the credential will affirm an entry-level job seeker or employee has communication, interpersonal, decision-making and lifelong learning skills, and understands how to apply those skills on-the-job.

The Equipped For the Future Adult Basic Education (EFF) standards were cross-walked with employer-identified needs to determine the top ten skills an entry-level job seeker or worker should possess. Nine of these skills are measured by the credential. The skills are “grouped” into four assessments that will be delivered in modules online:

The **reading with comprehension** and **applied math** tests measure how a person applies his or her basic academic skills in order to communicate on-the-job, or accurately solve a problem. These test questions are multiple choice, with one correct answer.

The **oral assessment** and **situational judgment** tests measure how effectively a person uses his or her foundational skills in order to successfully complete a job-related task. These test questions are real-work scenarios, such as dealing with a difficult co-worker. The situational judgment test asks test takers to evaluate multiple choice questions and identify the most and least effective options. The oral language test asks test takers to listen to a prompt and respond in a way indicating they understood the question.

The goal of this credential is to fulfill a long-standing employer request made to the workforce development system: refer job seekers who are ready for entry-level work. The credential will help close the “work-ready” skills gap. It will be a valued and valid predictor of a job applicant’s success on-the-job, and will help WorkSource case managers refer candidates to business clients.

Adult Basic Skills educators, K-12, apprenticeships, and technical training providers can use EFF standards and the credential to help learners determine areas of success or improvement as they prepare to enter the workforce.



Work Readiness Credential

July 2005 Project Update

Pam Lund – Workforce Board
Sondra Stein – U.S. Chamber of Commerce



A Cross-Industry Led Effort

Businesses across industries have common workplace expectations for foundational or “work-ready” skills.

If an employer can’t hire and retain a “work-ready” entry-level employee, it affects:

- productivity
- sales
- quality of products and services

Work-ready skills are just as important to an employer as technical training.

Workforce Board Connection

- About 40 percent of the respondents to the Workforce Board's 2004 Employer Survey have difficulty finding job applicants with:

Problem Solving or Critical Thinking Skills

Communication Skills

Positive Work Habits

- High Skills, High Wages Strategy: 1.3.5

Enhance "employability skills" training in workforce development programs

3

Policy Oversight Council (POC):

New Jersey

New York

Florida

District of Columbia

Rhode Island

Washington

National Partners:

Institute for Educational Leadership

National Association of Manufacturers

National Governors Association

National Retail Federation

U.S. Chamber of Commerce

4

The Work Readiness Credential Will...

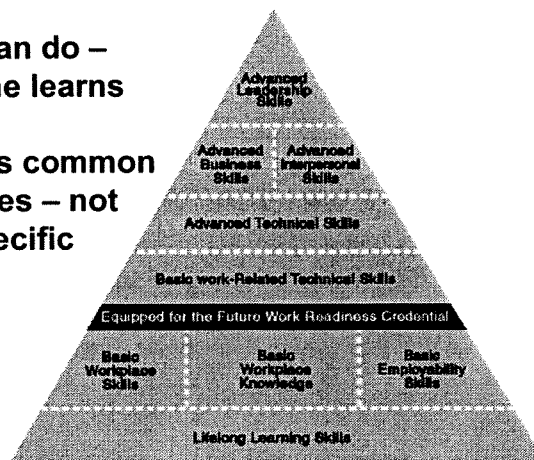
affirm an entry-level job seeker or employee has communication, interpersonal, decision-making, and lifelong learning skills, and understands how to apply those skills on-the-job.

5

What Will the Credential Measure?*

*Based on Equipped For the Future Basic Education standards

- What a person can do – not how he or she learns
- Work-ready skills common to many industries – not occupational specific



6

The Employer-Desired Skills:

- Speak so Others can Understand
- Listen Actively
- Read with Understanding
- Observe Critically
- Cooperate with Others
- Resolve Conflict and Negotiates
- Use Math to Solve Problems
- Solve Problems and Make Decisions
- Take Responsibility for Learning
- Use Information and Communications Technology

7

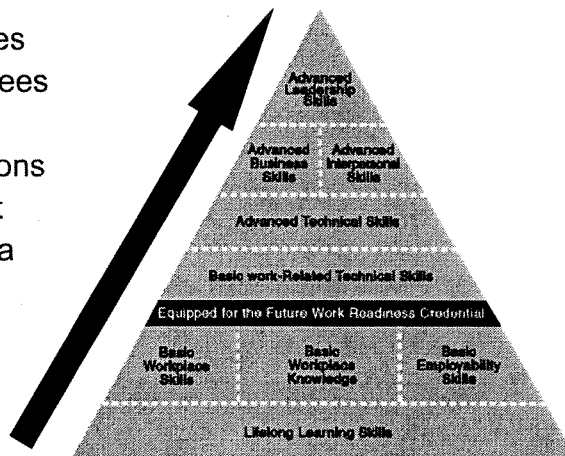
- The **reading with comprehension** and **applied math** tests measure how a person applies his or her basic academic skills in order to communicate on-the-job, or accurately solve a problem.
- The **oral assessment** and **situational judgment** tests measure how effectively a person uses his or her foundational skills in order to successfully complete a job-related task.

8

How Does it Compare to Other Assessments? A tool available for the path to success

Advanced Degrees
Advanced Certificates
Baccalaureate Degrees
Associate Degrees
Technical Certifications
WorkKeys/Select Fit
High School Diploma
CASAS

Work Readiness
Credential



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Member Login Join the Chamber

Search

Programs > Workforce Preparation > Strategies & Initiatives

Work Readiness Credential Project

The Center for Workforce Preparation has become the new national home of the Equipped for the Future Work Readiness Credential Project, a national partnership formed in 2002 to develop a portable, nationally-validated, assessment-based work readiness credential. Initiated in response to business concern about the difficulty in finding qualified applicants for entry-level work, the WRC is based on a cross-industry standard, defined by experts from multiple business sectors, of what entry-level workers need to be able to do to be fully competent.

The WRC is designed to address employer demand for a work readiness credential that provides:

- An accurate reflection of the full range of knowledge and skills critical to competent entry-level performance
- A valid and reliable measure of performance in real world applications
- A reliable, legally defensible predictor of effective entry-level performance
- A consistent standard across the country
- An appropriate foundation for industry-specific skill standards and certifications

The credential assessment and delivery system is slated to be field tested in September in partner states and to be available for broad use by chambers, businesses, One Stops and education and training providers in 2006. Work is also underway to develop materials based on the Equipped for the Future adult learning standards to assure that education and training providers are ready to help young people and adults develop the skills and knowledge they need to meet the standard and be certified as work ready.

Work Readiness Credential

The Work Readiness Credential is based on nationally-validated EFF applied learning standards and business consensus on what work readiness means.

It provides a common, national standard for defining, assessing, and certifying that individuals can meet the demands of entry-level work and learn on the job.

[Learn More](#)

PROGRAMS

- Access America
- Chamber Foundation
- Corporate Citizenship
- Institute Program
- International & Trade
- Litigation Center
- Research & Statistics
- Space Council
- Workforce Preparation**
- About CWP
- Education
- Events
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- Strategies & Initiatives
- Tools & Resources

The Chamber understands your needs and protects your interests and livelihood as if they are our own. You've got a voice. **JOIN TODAY** and be heard.

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- ChamberStore
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- FAQs
- Publications

Goals/Objectives

Center for Workforce Preparation U.S. Chamber of Commerce

Marketing, planning, and business engagement at the national level:

- Brand identity development
- Plain-English media kit and promotional materials
- Accuracy and timeliness of media
- Website and "FAQ" development
- Pursuing additional state and national partners
- National "name" recognition for awarding the credential
- Engaging business for field tests

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WRC Pilot Tests

The pilot test was administered to test the effectiveness and content of the assessment tool:

- Are the instructions clear?
- Do the items reflect real work situations?
- Are the items pitched at the right level, with answers that are realistic alternatives?
- Are the skills we intend to measure being measured?

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Pilot Tests Completed

Three of the four assessments were designed by SRI and HumRRO, and were tested in March and April 2005:

- Reading with Comprehension
- Basic Math
- Situational Judgment

The fourth assessment – Oral Language – is being developed and tested through cognitive labs by the Center for Applied Linguistics.

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Pilot Test Results - National

Pilot Site Locations		
STATE	# of Participants	# of Supervisors
Florida	13	6
New Jersey	22	3
New York	43	8
Washington, DC	22	2
Washington State	38	0
TOTAL	138	28

- Pilot test sites in 7 locations
- Diversity comparable to national demographics
- Nearly half of participants were not currently working
- 43% of participants were 25 years of age or younger
- 35% of participants were 40 years of age or older
- Most participants had earned a high school diploma or less
- Supervisors provided independent ratings of SJT items

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Pilot Test Results - Washington

Tacoma and Wenatchee – great work recruiting participants and supervisors

- High percentage of ESL participants
- Strong range of ages and backgrounds
- Highest number of supervisor participation in the nation – thanks to these organizations:

Tacoma-Pierce County Education and Training Consortium

Wenatchee World News

Accor Technologies

Exterior Solutions

Goodwill Industries

All State Insurance

Washington State Employment Security Department

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Pilot Tests – Overall Findings

- All three assessments met pilot test criteria for clarity, reflection of real-work situations, and accurate measurement of skills and skill level
- High percentage of questions on each assessment performed well
- Average rating (based on a 3-point scale) was greater than 2.50

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Field Tests - Fall 2005

Different than pilot tests – field tests measure:

- the fairness of all four assessments
AND
- how well the assessments predict work readiness
(using both content and criterion validity measures)

in order to ensure assessments lead to a credential that is a fair and valid predictor of work readiness.

- Supervisors and work readiness experts will be asked to provide final content validity ratings in the upcoming field tests

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Field Tests - Fall 2005

Extensive work ahead...

- At least 17 field test sites needed across the nation – approximately 600 participants
- Three test sites in Washington – East/West, range of industries and company sizes, and non-native English speakers vital to success
- At least 90% of the test takers must be entry-level employees whose skills can be independently validated by their supervisors

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Credential Roll-Out

- What are other states thinking?
- What possibilities exist for Washington State?

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Governance

No governance decisions made – partnering states asking their Workforce Boards to think about:

- Should there be a national governing board to provide oversight and stewardship of the credential – a continuation of the Policy Oversight Council?
- What governance roles should be reserved for individual states?
- What administrative/management role should be national? What roles should the states have?

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News



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U.S. Chamber of Commerce

FOR IMMEDIATE RELEASE – June 3, 2005

Contact: Linda Rozett/Eric Wohlschlegel

Chamber Launches New Tool to Identify Job Skills **Center for Workforce Preparation Adds Work Readiness Credential**

WASHINGTON, D.C. – The U.S. Chamber's Center for Workforce Preparation (CWP) announced a new program to provide an assessment-based certification that affirms that entry-level job seekers have communication, interpersonal, decision-making, and lifelong learning skills.

"The Equipped for the Future Work Readiness Credential represents a unique alliance of state government and business leaders to meet critical goals for ensuring a competitive workforce and a productive business sector," said Karen Elzey, CWP senior program officer. "It will provide a tool for screening applicants thereby reducing businesses hiring and rehiring costs."

CWP, working with other partners, seeks to streamline the hiring process by identifying a work-ready pool of job applicants; to assist workforce development systems with referring work-ready applicants to their business customers and to help individuals develop the knowledge and skills required in the 21st century workplace.

The credential is based on the skills identified by more than 600 businesses as critical for performance of entry-level work. A national field test of the assessment is scheduled to begin this fall.

The Work Readiness Credential is funded through the investment of five states—Florida, New Jersey, New York, Rhode Island, Washington—and the District of Columbia. CWP brings its marketing, partnership development, and business acumen to a project team that includes the research and assessment development expertise of SRI International, HumRRO, the University of Tennessee's Center for Literacy Studies, the Center for Applied Linguistics, and WestED. Dr. Sondra Stein, who has managed the project since its inception at the National Institute for Literacy, joins the CWP project team.

Commenting on the value of the work readiness credential, New Jersey Chamber of Commerce Vice President for Workforce Dana Egreczky said "when I told my board about the work readiness credential, I got the most positive response I've seen to any idea I've floated in my 10 years with the chamber."

The U.S. Chamber of Commerce is the world's largest business federation representing more than three million businesses and organizations of every size, sector, and region.

New York Times

January 29, 2005

New York Plans Test to Affirm Fitness for Jobs

By SUSAN SAULNY

Under mounting pressure from business and labor groups, New York is expected to become the first state in the nation to issue a "work readiness" credential to high school students who pass a voluntary test measuring their ability to succeed in entry-level jobs, state officials say.

Employers have complained for years that too many students leave high school without such basic skills, despite the battery of exams - considered among the most stringent in the nation - that New York requires for graduation. The work-readiness credential, employers say, will make hiring decisions easier and cut employee turnover.

The test would cover so-called soft skills in 10 broad areas, including the ability to communicate, follow directions, negotiate and make basic decisions. It will be tried out in pilot programs this spring and could be ready as early as the fall, officials said. The test, given by computer, would include one section on speaking skills, with oral answers to be recorded and then analyzed by examiners.

James C. Dawson, a Regent who represents several upstate counties, said that many details of the proposal had yet to be worked out, but that he had little doubt the Board of Regents, which controls education policy, would endorse some form of the new credential.

"It is going to be an interesting discussion," he said. "But the bottom line is to do something that will help students who are inclined to go into the work force at an early age."

Other states including Florida, Rhode Island, New Jersey and Washington are part of a national plan by the United States Chamber of Commerce to create a work-readiness

credential that would be recognized across the states, a project that is supported by the New York State Departments of Education and Labor.

The Board of Regents is expected to take up the proposal next month. State officials say the Regents are likely to adopt the idea because of the state's role in the national initiative, and because the commissioner of education, Richard P. Mills, is a member of a quasi-governmental state group, the Workforce Investment Board, that has been one of the credential's main proponents.

"This is something that business has wanted for a long time," said Harry Phillips, a Regent from Hartsdale, N.Y. "The Regents had an original reaction that maybe it would dilute the diploma. But I hope that we have come around to feel that it is not that, and is something we should support."

Officials still have not determined whether students who do not earn a diploma, either because they fail the Regents exams or do not take them, would be eligible for the work-readiness credential. Some Regents are expected to insist that the credential be tied to the diploma, so it does not become an incentive for dropping out of school.

Critics of the proposed credential question the need for yet another high school assessment in New York, which is already among the most aggressive states in requiring testing. Further, they question whether schools have the time and resources to put in place the new courses required to prepare students for the work-readiness test. Still others ask a more basic question: How is it that students can graduate from high school without the basic skills necessary for entry-level work?

"If the diploma now provided after a student takes five Regents exams - if that is not enough for a student to be ready for the rigors of life, then one has to question the worth of that assessment," said Assemblyman Steven Sanders, chairman of the Assembly Education Committee. "Here we have the highest-stakes examinations of any state in the country, and the business leaders are saying there's something missing here. That means there's something wrong with this approach. The Regents have a problem here." Eva S. Moskowitz, the chairwoman of the New York City Council's Education Committee, had similar thoughts.

"I'm glad that the business community has piped up about its needs, and I hope it will continue to be vocal about its expectations for high school graduates," she said. "I don't believe, though, that the credential as I understand it will actually improve students' ability to be successful in the workplace. Kids should be practicing public speaking in social studies, for example. A good education, college preparatory or vocational, would guarantee that students have mastered these skills."

In a report about the proposed credential addressed to the Regents, Commissioner Mills noted that statewide learning standards already included "foundation skills" that were similar to what businesses were calling for. State education officials have also said that the Regents exams already judge foundation skills.

But business leaders have been clear that the current system is not measuring up.

"Right now, most work development programs tend to be fragmented," said Margarita Mayo, director of education and training at the Business Council of New York State.

"Having people be able to get this credential and pass an assessment that is recognized nationally, that would really help students in having something to present to employers that is valid."

In his report, Mr. Mills did not take a position on the credential. Nonetheless, he told the Regents, "We must redouble our efforts to guarantee to students, parents and the employer community that the diploma means 'ready to work.' "

Daniel E. Richardson, the director of finance and planning at Latta Road Nursing Home, a facility in Rochester, and a member of the Workforce Investment Board, said, "We owe it to ourselves and our society to come up with a metric, much like the Regents did 10 years ago for academic standards."

The idea for a work-readiness credential was born at the National Institute for Literacy in 2001 during an effort to develop adult learning standards. The United States Chamber of Commerce has since taken over the plan. Most states that are active in the project intend to use the credential at career centers and unemployment offices to help adults with low literacy skills or out-of-school youths find jobs.

States are free to adapt the eligibility requirements as they see fit, which is why the Regents are involved in New York State. The new assessment, which is being prepared by Humrro, a nonprofit research corporation in Alexandria, Va., would be taken on a computer and would have four part; two multiple-choice sections would cover reading and math.

A third section would assess judgment; students would be given brief descriptions of problems, then be asked to choose the best and worst resolutions from a list of options. The fourth section, involving the recorded answers, would assess grammar, style of speaking and courtesy.

How work readiness credential works

By **PAUL F. COLE**, Times Union
First published: Sunday, January 30, 2005

The Jan. 11 Times Union article "States plan 'work readiness' voucher" raises important issues, not only for our region, but for our state and nation as well. It cites the multistate approach to creating a "work readiness credential" that is an initiative to develop a national, portable assessment-based certificate. This certificate would affirm individual job seekers have demonstrated the foundation knowledge and skills needed for successful performance as entry-level workers. It is not a "voucher," as the headline suggested.

Employers say they cannot find enough workers who have the knowledge, skills and abilities to enter and succeed at work. The "Skills Gap," a 2001 report by the National Association of Manufacturers, states that more than 80 percent of manufacturers reported a shortage of qualified applicants. They indicated that 69 percent of job applicants possessed inadequate basic employability skills and 32 percent inadequate reading/writing skills. Skill deficiencies among current employees included: 59 percent, inadequate employability skills; 32 percent, inadequate reading/writing skills; and 26 percent, inadequate math skills.

One reason for this "skills gap" is that there is a revolution taking place in the nature of work and the workplace requiring new and different skills than were required in the traditional workplace. A decade ago, the Secretary's Commission on Achieving Necessary Skills, appointed by the secretary of labor, documented that, in addition to requiring a strong academic foundation, the workplace of the future requires "employability" or what some refer to as "soft" skills. The National Institute for Literacy's Equipped for the Future project reinforced those findings in its 2000 report, "Equipped for the Future Content Standards: What Adults Need to Know

and Be Able to Do in the 21st Century."

The new knowledge, skills and abilities include communication, interpersonal, problem-solving and learning skills, as well as reading and math. The workplace responsibilities are to: acquire and use information, use appropriate technology, work with others, solve problems, understand and use systems, demonstrate responsible behavior at work and learn new skills to meet new job challenges. These mirror the universal foundation skills found in the state Education Department's career development and occupational studies standards.

The goal is to put a system in place that will ensure employers that a job applicant has the basic workforce knowledge and skills and is ready to learn job-specific skills. It will also enable job seekers to demonstrate their readiness to enter the system and move up a career pathway. Education and training programs will be able to offer instruction based on the standards to prepare people for the new workplace.

The New York State Workforce Investment Board is leading a coalition of states, business organizations, the National Governors Association, the U.S. Chamber of Commerce, the Urban League and others to develop and implement a work readiness credential based on the Equipped for the Future standards, which were developed through a state-federal partnership involving both business and labor.

The project has completed its first phase of defining the work readiness standard. The second phase, identifying, developing and pilot testing the assessment instruments and designing the credential delivery system, is scheduled to be completed by March. The final phases of field testing the instruments, finalizing assessment instruments, developing guides to implementation and producing supporting materials are

scheduled to be completed by March 2006.

The process, which is intended to define, measure and certify the knowledge and skill attainment of individuals, will provide employers with documentation that job seekers possess the work-ready skills as a result of the assessment. The certificate is not intended to replace or compete with the high school diploma, as some suggest. There is no evidence that that will happen. In fact, it is more likely to be a motivating factor. It will likely keep students in school, since preparing for it will increase the relevance of their instruction and answer the perennial question, Why do I need to know this?

The certificate indicates work readiness and not the myriad of other knowledge and skills people need to function effectively as citizens, parents, consumers, etc. A sound, basic education as represented by a Regents diploma is still essential to meet those goals.

Paul F. Cole of Loudonville is secretary-treasurer of the New York State AFL-CIO. He served on the Secretary's Commission on Achieving Necessary Skills, convened by the U.S. secretary of labor, and co-chairs the Standards, Assessment and Credentials Committee of the New York State Workforce Investment Board.

The monthly newsletter of the NATIONAL YOUTH EMPLOYMENT COALITION, a nonprofit organization founded in 1979 to increase the employment, training, education, and development opportunities for America's youth.

Work Readiness Credential Under Development

Sondra Stein, Project Manager, EFF Work Readiness Credential Center for Workforce Preparation, U.S. Chamber of Commerce

States have joined together with assistance from national workforce leaders to develop a new tool with enormous potential for youth programs – a nationally portable work readiness credential. The quipped for the Future (EFF) Work Readiness Credential is being developed to address the persistent skills gap at the first rung of the career ladder.

What is the EFF Work Readiness Credential?

The EFF Work Readiness Credential is based on a standard defined by business for entry-level work readiness. This standard reflects the knowledge, skills, and abilities that front-line workers, supervisors, managers, and other workforce experts agree are most important to successful performance of entry-level work in the 21st century workplace.

The skills addressed in the standard include communication, interpersonal, problem solving and learning skills, as well as applied reading and math. The workplace responsibilities addressed include the following abilities: acquire and use information to get the job done; use appropriate technology; work with others; solve problems; understand and use systems; demonstrate responsible behaviors at work; and learn new skills to meet new job challenges.

All of these foundation skills and tasks will be covered in the credential assessment, which will be delivered by computer and will consist of four separate modules. The

assessment design will permit test takers to complete each assessment module separately, if desired. Completion of all four modules will take no more than two and one-half hours for most test takers – although the test will not be timed, enabling test takers as much time as they need to complete each module. An individual's "score" on the assessment will be pass or no pass, which corresponds with "work ready" or "needs more skill development to demonstrate work readiness."

Why Create Another Work Readiness Credential?

Hundreds of programs have been developed all across the country to build work readiness skills for various groups of potential job seekers – including young people, TANF recipients, and new immigrants coming into the American workforce for the first time. Yet employers continue to report difficulty in finding workers that have the skills necessary to meet the demands of the 21st century workplace.

A 2001 American Management Association report found that "38 percent of job applicants tested for basic reading and math skills in 1999 were deficient in those skills, up from 22 percent in 1997 as the level of skills necessary to do work in the digital age continues to increase." In the search for qualified applicants, 60 percent of respondents to the AMA survey were now testing applicants' job skills.

A 2001 National Association of Manufacturers (NAM) survey found an even broader skills gap. While identifying a similar percentage (32 percent) of applicants for hourly work who were rejected because their reading/writing skills were inadequate, the survey of manufacturers also revealed "a remarkable 69 percent of applicants with inadequate basic employability skills."

see CREDENTIALS, page 2

Legislative Update

House Subcommittee Marks Up WIA Reauthorization Bill

On Feb. 17, by a 26-20 party-line vote the House Committee on Education and the Workforce favorably "reported out" the *Job Training Improvement Act* (H.R. 27). The bill was introduced in early January by Howard "Buck" McKeon (R-CA), who chairs the Subcommittee on 21st Century Competitiveness. The Subcommittee favorably reported out the bill on Feb. 9. While the Administration's FY 2006 budget proposes to consolidate the WIA Youth Formula into a block grant that would include the Adult Formula, Dislocated Worker Formulas, and the Employment Service (ES), the House bill would keep the Youth formula separate. No amendments were offered during the markup to include the Youth Formula in the consolidated Adult, Dislocated Worker, and ES block grant to be established by the bill.

Reps. David Wu (D-OR) and John Tierney (D-MA) respectively introduced amendments regarding how creating a new national challenge grant program would affect funding for the WIA youth formula (the bill would divert 25 percent of the youth formula to create a new national challenge grant program), and local spending requirements on in- and out-of-school youth (the bill would cap local spending on in-school youth at 30 percent of local allocation, while Wu's Amendment would have maintained current law). Rep. Wu withdrew his amendment while Rep. Tierney's amendment was defeated by voice vote.

The most hotly debated issues were over 1) provisions concerning the participation of faith-based organizations and how this could affect civil rights, 2) consolidating the Employment Service and WIA Adult and Dislocated Worker formulas into a

see LEGISLATIVE UPDATE, page 4

Credentials

continued from page 1

Closing the Skills Gap: A Standards-based Approach

With so much good effort, why does this skills gap persist? One theory is that there is no consensus on what work readiness really means. Early in 2002, national advisors to the National Institute for Literacy's (NIFL) Equipped for the Future initiative encouraged the Institute to build that consensus by launching a standards-based approach to defining, measuring and certifying work readiness.

The EFF Work Readiness Partnership By the end of 2002, four states – Florida, New Jersey, New York, and Washington – had decided to join NIFL in investing to build this new tool. Since then, Rhode Island and the District of Columbia have also joined the partnership, which recently has moved from NIFL to the Center for Workforce Preparation (CWP) at the U.S. Chamber of Commerce. National advisors to the state partnership include: the Institute of Educational Leadership, the National Association of Manufacturers; the National Retail Federation Foundation; the National Governors' Association, and the National Association of Workforce Boards.

States have invested in the credential because they see it as an important tool to meet the following goals:

To enable job seekers to signal they are work ready: Much has been written about employers' reliance on credentials to signal – in a short-hand way – that a particular job applicant has the knowledge, skills, and abilities they are looking for. Unfortunately, most of the credentials used for this purpose – like a high school diploma or GED – are proxies. They are not well aligned with actual job requirements so they don't do a good job of predicting whether someone has the right skills at the right level to effectively carry out entry-level work.

The EFF Work Readiness Credential is designed to provide this information. As a result, it will be particularly useful to jobseekers who have not yet earned a high school diploma and to immigrants with some English language skills whose exist-

ing credentials may not be recognized in the U.S. Since the credential will be nationally valid, it will enable jobseekers who move to another state to quickly signal to employers in their new communities that they are prepared to carry out critical work responsibilities and to learn on the job.

To streamline the hiring process for businesses: Reports on the skills gap provide a sense of the difficulty businesses have finding entry-level workers with the right skills. Since the proxy tools that small- and medium-sized businesses rely on for screening applicants don't do a good job of predicting actual job performance, too many find themselves hiring and rehiring, training and retraining, spending more and more in the search for a workforce that can help them stay competitive. The EFF Work Readiness Credential will streamline the process, helping to identify a pool of candidates with the right skills, knowledge, and abilities.

To improve the ability of workforce systems to refer work-ready applicants to business customers: The accuracy of the EFF work readiness credential in defining and assessing work readiness will enable the workforce system to simply and reliably determine which individuals have the knowledge, skills and abilities to meet the standard by certifying them, and referring them to appropriate job openings. Those individuals who cannot yet meet the standard will also receive more streamlined service. Instead of being referred to jobs for which they are not qualified, they can be referred to appropriate education and training opportunities where they can build the knowledge and skills needed to meet the work readiness standard.

To improve the ability of programs to help individuals develop the skills they need to be fully competent entry-level workers: The absence of a common work readiness standard makes it difficult for programs to be sure that the curricula and programs of instruction they design really do build the knowledge and skills participants need to get and keep a job. The EFF Work Readiness Profile provides this standard for programs. Programs also can draw on materials associated with individual EFF skills – such as "Cooperate with Others,"

and "Solve Problems and Make Decisions," – to implement research-based approaches to building competence in the soft skills that are so critical for successful performance at work, at home, and in the community.

The fact that there is a valid and reliable assessment aligned with this new standard will enable programs with a workforce strategy to see how well they are doing in preparing participants to get that first job. Programs will be able to use assessment results to tailor instruction to individual students' strengths and weaknesses. The overall success rate of program participants in earning the credential also will provide a real-world metric that programs can use to evaluate their strengths and weaknesses, and to put in place new approaches that produce better results for participants.

Where We Are Now?

The Work Readiness Credential won't be available for use until next year. But it's not too soon for youth programs to begin to think about how they can integrate this tool into their current array of assessment and accountability measures. In discussions with state and national leaders, we have already identified several ways programs can use the credential. Since it represents a clear, achievable goal for young people who may not have had success in traditional education programs, programs can design courses aligned with the credential to re-engage these young people back into the learning process. They can also use it as the first step in a longer range program geared to build readiness for higher education.

Over the next year, we hope NYEC and its member programs will participate in our field test of the assessment, enabling us to gather data on how young people perform on the assessment as well as identify guidance for youth programs interested in using the assessment. We also hope to explore different approaches to preparing young people to pass the assessment and earn the credential.

If you would like to know more about the credential visit our Web site at <http://eff.cls.utk.edu/workreadiness> or contact Sondra Stein, Project Manager at sondragay@verizon.net.

FINGER LAKES **TIMES** ONLINE

Geneva, New York



Quality inspection is just one of the many important steps in "the perm line" at Zotos International in Geneva, where each employee's contribution to the team is essential for quality production. Andrea Hanes of Romulus takes measurements Tuesday after part of the chemical solution is inserted into each container.

Lauren Long / Finger Lakes Times

'Soft skills' are hard to teach: State targets shortcomings in workforce

Wednesday, February 09, 2005

By SUJATA GUPTA

Times Staff Writer

Soft skills.

It's one of those new phrases, used to describe skills that employees were once assumed to have: the ability to communicate, solve problems, be courteous, work as part of a team and speak in public. But, in reality these skills are not a given when you hire someone, nor can their importance be over-estimated.

Area employers and workforce development coordinators agree that they make as big a difference on the job as more technical skills. But teaching them can be difficult.

That's why the state Workforce Investment Board is part of a national collaborative effort to create a credential or certificate program to address the notion of work-readiness among adults and graduating high school seniors, said Margarita Mayo, director of education and training at the Business Council of New York State.

"This is something that's important to the business community," Mayo said, noting that many employers feel that incoming employees lack the interpersonal skills needed to communicate with clients and colleagues.

Mayo said the initiative — generated by the National Institute for Literacy before being taken over by the United States Chamber of Commerce — addresses four key areas: communication, interpersonal skills, decision-making and lifelong learning.

Mayo, who noted that the project will take place in three steps, said the the key groups involved are now in the process of figuring out how to measure those skills; then they hope to create a test to be used across the country.

Mayo said that the certificate could be used to shape employment training programs and to supplement Regents

degrees, especially for kids not going on to college.

Debi Jones, area Workforce Investment board member and Zotos International's human resource manager says soft skills are crucial to workplace success.

"Those are things that just aren't taught," Jones said, adding that students who complete a general-equivalency degree, instead of a Regents one, face an added disadvantage because the GED doesn't focus on any of the soft skills.

Using the example of a production line employee, Jones said workers must understand the importance of teamwork.

"One bad member of the team can bring the whole team down," Jones stressed.

Roy Spring, training coordinator for G.W. Lisk Co., in Clifton Springs, agreed that a credential program would address a growing need in workplaces around the country.

Spring stressed that G.W. Lisk offers constant training to its approximately 500 employees, but that a state-approved certificate would not only save his company money but also allow him to teach more advanced on-the-job skills right away.

"[A state certificate] would certainly give them a leg up on a candidate, all things being equal. That's one less thing we have to put them through. It would save us money on their internal education," said Spring, who firmly believes soft skills can be taught.

"They're learned attributes," said Spring, whose company offers a 13-week leadership seminar that covers everything from public speaking to written communication to how to design successful teams.

Darrell Brown, an 18-year G.W. Lisk veteran who worked his way up the ranks from assembly man to plant manager, said the soft skills have proven invaluable.

"G.W. Lisk has sent me to various seminars for management training," said Brown, 52, who completed high school but never went on to college.

He said that if supervisors have good communication skills people are more apt to follow their directions.

Both Brown and Spring agree that they would be more likely to consider an applicant with strong people skills.

"You can teach a kid all the book smarts in the world but sometimes you need a little bit of common sense communicating with other people," said Spring, who thinks many graduating high school seniors have difficulty in the soft-skill area.

But Spring also sympathizes with educators struggling to help students meet higher state standards.

"They are great standards ... but they also need other things on how to work in a group," Spring said.

Geneva High School Guidance Department Chairman John Corcoran agreed that teachers face an increasingly difficult juggling act when it comes to teaching students all the skills they need to succeed in the workplace.

"It's so difficult to try to prepare kids for everything they're supposed to do," Corcoran said, noting that teaching employability skills is both extremely important and extremely difficult.

Teachers in specialties such as English, business and history, address many basic job-readiness skills, Corcoran said, noting that students in those classes must hone their ability to speak in front of others, write clearly and work in groups.

Geneva High School Business Department Chairman Carl Wenzel said most of the school's business courses incorporate people skills into the curriculum. The shortfall, he said, is not due to the fact that the high school doesn't teach these skills, but because business courses are electives and therefore optional.

He added that many students acquire those soft skills at the college level, but for those who enter the workforce directly after graduation, business electives give them a definite edge for dealing with work-related situations.

Wenzel said a certificate program seems like a good idea in theory, but he would like to see what kind of test the state generates before endorsing the idea.

Corcoran added that high school juniors and seniors have the opportunity to take vocational training courses through the Finger Lakes Technical and Career Center, a branch of Wayne-Finger Lakes BOCES. About 50 GHS students participate in BOCES training programs every year.

That center's principal, Judy Adams, stressed the need to teach soft skills but said she would have a hard time supporting a certificate program.

"For students that have gone through our programs, I hate to see them tested one more time," Adams said, noting that the Career Center already offers its own certificate. "Our students, for the most part, already have to take a technical assessment ... We already have an employability profile, which is a checklist of all the competencies they have met."

For example, Adams said the programs in cosmetology and drafting foster a student's communication and leadership skills.

"Our cosmetology students have to design their own salon. The drafting students do the prints for them ... the drafting students have to know what questions to ask," Adams said. "We try really hard to do those soft skills because we know how important they are."

Spring said the addition of more and more business electives and programs like the one through BOCES reflect a positive change in secondary education.

"I actually see a great trend happening in the high schools in our region," he said, but added that more needs to be done to get as many students involved in the training as possible.

Brian Young, manager of Finger Lakes Works in Ontario County, said the organization already coordinates many programs that work to strengthen soft skills among people in the job market.

"There's actually a training program called 'Can You Teach the Soft Skills?'" Young said, adding that Finger Lakes Works is in the process of creating a youth program called Workkeys.

"The Workkeys program that we're doing will assess up to 10 skill areas," Young said, noting that those skills include both hard ones, such as reading and math ability, along with the soft ones being addressed at the state level.

"You aren't going to be able to satisfy every employer," Young said but stressed that a certificate program is a step in the right direction.

"We certainly know that people need these kinds of skills in order to be successful on the job," he said.

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VOCATIONAL TRAINING

N E W S

The Independent Monthly Report on School-To-Work, Job Training & Vocational Education

House Perkins vote looms; CTE advocates have concerns

Career and technical education advocacy groups are hoping efforts to reauthorize the **Carl D. Perkins Vocational and Technical Education Act** will make it to a floor vote in the **House** soon after its unanimous passage through the **Senate**.

The Senate's bill was approved 99-0, which suggests strong congressional support for career and technical education, said **Alisha Hyslop**, assistant director of public policy for the **Association of Career and Technical Education**.

However, she went on to say that while ACTE is "very happy" with the language in the Senate's bill, there are still lingering concerns about the language in the House's companion bill, H.R. 366.

She said that the major concern for advocates is the elimination of a separate funding stream for Tech-Prep. The repeal of Title II of the 1998 law means that funding for the program would be merged into the pool for basic state grants. Advocates fear that merging the programs could damage existing Tech-Prep partnerships and innovation in CTE with a slow decline in funding.

The bill also trims state administrative funding for the program from 5 percent to 3 percent. Advocates say the cuts create an unfair hardship in a time when accountability is considered paramount. They say that the cuts amount to an unfunded mandate for schools.

Lesser concerns

While both the House and Senate tie career and technical education accountability into funding, the House bill specifically ties accountability to the adequate yearly progress provisions in the **No Child Left Behind Act**.

(See **PERKINS** on page 4)

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Pilot program develops portable workforce credential

Job seekers could have access to a nationally recognized work-readiness credential as early as next year.

Currently in its pilot testing phases, the Equipped for the Future (EFF) work readiness credential will address growing concerns from employers that entry-level employees are not prepared for the workforce. Furthermore, the credential may even have implications for students preparing for transition into the workforce.

The credential is administered as an assessment tool with questions drawn from a set of cross-industry standards detailing what employers want in employees, said **Regie Stites**, the project director and a program manager at **SRI International**, an independent research and consulting organization responsible for develop-

(See **CERTIFICATE** on page 6)

(CERTIFICATE from page 1)

ing the credential. "We test nine different skills," Stites said, adding that the depth and breadth of the skills assessed make this tool unique among other types of workforce certification because it covers skills like cooperating with others and communication.

Education implications

States like Florida, New York, New Jersey, Washington and Rhode Island have joined with the District of Columbia to act as funding partners for the credential. Consequently, all hold a stake in the assessment's application.

"The credential is uniform and nationally portable, but the states that are funding it will be able to make decisions about how it is used," Stites said.

One possibility is to use the credential in high schools to assess students' workforce readiness.

In fact, New York's Board of Regents is already considering whether the tool could fit into its high school graduation requirements.

However, while Stites agrees that the credential could work in high schools, he said that the certification was not designed exclusively to address career preparation in secondary education.

"We aren't creating a test for high schools," he said.

"This is for job seekers. It just so happens that many high school students are going to be job seekers," Stites said.

Credential tests key skills

The nine EFF skills the credential will assess include:

Communication skills

1. Speak so others can understand.
2. Listen actively.
3. Read with understanding.
4. Observe critically.

Interpersonal skills

5. Cooperate with others.
6. Resolve conflict and negotiate.

Decision-making skills

7. Use math to solve problems and make decisions.
8. Lifelong learning skills.
9. Take responsibility for learning. ☐

Entry-level employee expectations

Here are the skills that new entry-level workers need according to Equipped for the Future standards:

- Acquire and use new information.
- Use and understand organizational systems.
- Use technology.
- Work well with others.
- Demonstrate responsibility.
- Solve problems.
- Demonstrate integrity.
- Show ability to allocate resources.
- Demonstrate self-management skills.
- Know how to learn. ☐

Applying contemporary skills

The credential is founded on the EFF adult learning standards and what work readiness means according to a consensus of employers, which comprise EFF standards.

The credential would certify that job seekers are proficient in a variety of soft skills as well as academic ones. The computer-based test consists of four test modules, including an applied reading test, an oral language test, an applied math test, and a situational judgment test.

The credential could even be a start in mending what **Achieve Inc.**, an education advocacy group, calls the high school diploma's "broken promise" to students.

Achieve has joined the effort by the **Bush administration**, educators and businesses to boost standards across the curriculum.

"While students and their parents may still believe the diploma reflects adequate preparation for the intellectual demands of adult life, in reality, it falls far short of this commonsense goal," the 2003 Achieve Inc. *Ready or Not: Creating a High School Diploma* reads. "The confidence that students and parents place in the diploma contrasts sharply with the skepticism of employers and postsecondary institutions, who all but ignore the diploma, knowing that it often serves as little more than a certificate of attendance."

The report goes on to suggest that policymakers and educators anchor their standards in the real-world expectations of employers and colleges. The credential meets those expectations by basing its assessment on what 21st century employers expect.

For more information, visit <http://eff.cls.utk.edu/workreadiness>. ☐

Concept of 'Work Readiness' Credential Gains Supporters

By Sean Cavanagh

Education Week, Vol. 24, Issue 24, Page 19

A coalition of business organizations and state officials is working to establish a voluntary "work-readiness credential" that adults—and possibly students—could use to demonstrate their job skills to employers.

The goal is to produce a uniform certificate, recognized across several states, that would offer proof of a worker's mastery of certain "soft skills," or the basic interpersonal and decisionmaking abilities essential for entry-level workers across many industries.

An organization called the Equipped for the Future Work Readiness Credential project, housed within the Center for Workforce Preparation of the U.S. Chamber of Commerce, in Washington, is coordinating the venture. The project has drawn financial commitments from Florida, New Jersey, New York state, Rhode Island, Washington state, and the District of Columbia, its backers say, and additional states are interested. A number of business organizations, including the National Association of Manufacturers, also in Washington, have provided advice and support.

Defining 'Readiness'

New York's 16-member board of regents and Commissioner of Education Richard P. Mills heard a presentation earlier this month from members of the state's Workforce Investment Board on the possibility of introducing such a credential. Among the issues, state officials discussed what that document's value might be, relative to a high school diploma.

Other states are not as far along as New York; some are expected to conduct field tests soon, backers of the plan said.

Efforts to establish a work-readiness credential date back at least a decade, and grew out of a project overseen by the National Institute for Literacy, said Sondra G. Stein, the project manager of the Equipped for the Future project. Eventually, the project was moved within the Chamber of Commerce, she said. For years, those working on the endeavor have collected detailed information on coveted job skills from frontline workers, supervisors, and managers in many industries. Those skills, which range from communicating and listening to resolving conflicts, eventually formed the basis for the proposed credential. "We don't have a standard definition of 'work readiness' in this country," Ms. Stein said. "There are probably a thousand different definitions."

The credential primarily targets out-of-work adults and those seeking to improve their training or secure better jobs, Ms. Stein said, but high school

dropouts of different ages could be eligible for it at some point. Eligibility rules are still being written, she said, and states will be given considerable leeway in setting their own policies for administering the credential.

Complement to Diploma

Marketable Skills

A network of business and state leaders recently identified nice workplace skills that could eventually form the basis of a credential available to ex-students and out-of-work adults.

- Speak so that others can easily understand.
- Listen actively.
- Read material with understanding.
- Cooperate with others.
- Resolve conflicts and negotiate.
- Use math to solve problems and communicate.
- Solve problems and make decisions.
- Observe critically.
- Take responsibility for learning.

SOURCE: Equipped for the Future Work-Readiness Credential project

Ms. Stein noted that the credential is meant to complement, rather than replace, a high school diploma, and that states could ultimately encourage students to acquire both documents. The new credential also could eventually act as an incentive for some high school dropouts to return to school, seek a General Educational Development credential, or pursue a college education or technical training, she said.

Adults and youths wanting to secure a credential would be asked to take a 2½-hour written online test made up of multiple-choice, short-answer, and other types of questions, according to a description provided by the Equipped for the Future project.

Some sections would require a spoken response from test-takers, which would be recorded electronically, then later graded by professionals. Those tests could be administered at job-training sites and even in high schools if students requested them, Ms. Stein said.

States taking part in the work-readiness-credential project have contributed between \$100,000 and \$1 million apiece. In New York, members of the state board of regents are still considering how adults and students might be served by that document. Commissioner Mills has made it clear he believes a traditional high school diploma should already signify a certain amount of preparation to enter the job market, as well as for higher education.

If state officials approve such a credential, they want to ensure that it would "not be allowed to create an incentive to drop out of high school," Mr. Mills said in a statement. He added that he had received assurances from the state's Workforce Investment Board, a panel of New York public and private-industry leaders, that such a dilution of the diploma would not occur.

Pam Lund, an associate director of Washington state's Workforce Training and Education Coordinating Board, predicted that the work credential would help both job-seekers and companies in her state by providing a uniform set of expectations.

"Sometimes, employees come to work, and [companies] find they don't have the skills," said Ms. Lund, who has worked in crafting a credential for use in the state. "It becomes a retention issue."

New credential sought to ensure employability

Poor work habits of new employees spur effort to certify they have 'soft skills.'

By Leon Lazaroff
Chicago Tribune
May 22, 2005

As lawmakers and educators struggle to improve high schools in the United States, businesses and labor unions say they are alarmed that even job seekers with diplomas can't function in the workplace.

It's a problem, they say, that threatens to cripple American productivity at home and stifle competition abroad.

Discouraged by the work habits of many new employees, a handful of states, led by New York, are working to create a nationally recognized "work readiness" credential. Proponents say the credential would certify that a prospective employee understands the importance of "soft skills" such as punctuality, a willingness to accept supervision and the ability to work in a group.

"You'd think people would know to call in sick when they're not coming to work, but that's not always the case," said Michael Kauffman, an executive at Anoplate Corp., a metal manufacturer in Syracuse, N.Y. "We're having many more problems than in the past getting people who understand what it means to work in an office or a factory."

At a state job training and education center in New York City, the state's Workforce Investment Board has begun testing a "work readiness" exam developed by SRJ International, a research group based in California.

Tests also will be given in Florida, New Jersey, Washington and Rhode Island, as well as the District of Columbia.

Range of questions

Job seekers enrolled at the Brooklyn Educational Opportunity Center will be given a two- to three-hour exam that will check for reading and math skills in addition to speaking and listening habits. They also will be given "situational judgment" questions to gauge probable work performance.

Organizers say the credential should be ready by next spring and would be administered by the U.S. Chamber of Commerce in conjunction with local chapters and state agencies.

In March, the U.S. chamber took responsibility for Equipped for the Future, hiring the Department of Labor official who previously had administered it.

With the chamber as the project's sponsor, Sherryl Weems, executive director of the Educational Opportunity Center at the University of Buffalo, said she is optimistic that more states will endorse the credential.

"We didn't want this to be a labor or education thing, but rather to be an

employer thing," she said. "So it made sense for the chamber to act as an umbrella."

Skeptics of a work-readiness credential warn that it could distract students and educators away from "hard skills."

The Virginia version

In Virginia, Gov. Mark Warner has taken a slightly different approach. Warner helped create a Career Readiness Certificate, which tests for math, applied math and reading for information but leaves out soft skills.

Three other states use the certificate, which is administered by WorkKeys, a program of ACT Inc., the Iowa-based research group.

Barbara Bolin, Warner's special adviser on work force development, said she is skeptical of the chamber's project. She said soft skills would be "extraordinarily difficult to assess."

Others caution against integrating new programs into high school curricula.

"Schools should be focused on getting kids to read, and these other things like understanding authority and showing up on time will take care of themselves," said Jay Greene, a senior fellow at the Manhattan Institute for Policy Research, a New York think tank.

Phyllis Eisen of the National Association of Manufacturers counters that while schools should focus on hard skills, those don't ensure younger workers can get high-tech factory jobs.

She pointed to a 2001 National Association of Manufacturers survey of its members, later dubbed the "Skills Gap," as support for a work-readiness credential.

Employers surveyed reported that while 32 percent of job applicants possessed inadequate reading and writing skills, 69 percent lacked basic employability skills such as reading with understanding, speaking clearly, listening actively and resolving conflict.

"It's not an either-or proposition," Eisen said, referring to hard and soft skills. "For generations, the historic advantage of the U.S. economy was its skilled work force, and right now, that's slipping away."

While the AFL-CIO and National Association of Manufacturers have clashed over wage issues and foreign trade, Paul Cole, secretary-treasurer of the New York State AFL-CIO, said the two groups agree that a more efficient and higher-skilled work force can ensure that well-paying jobs are not exported.

"If we infuse education and job training with an emphasis on 'employability skills,' then we develop workers who not only can get jobs, they can keep them as well," Cole said.

That's a point that resonates with Ana Rosado, 20, who dropped out in ninth grade and now studies at the Brooklyn Educational Opportunity Center.

"If you're not punctual or (don't) communicate well, you're not going to stay employed," she said.

Workforce needs polish, U.S. businesses declare

'Soft skills' such as punctuality lacking, employers, unions say

By Leon Lazaroff
Tribune national correspondent

Advertisement

April 10, 2005

BROOKLYN, N.Y. -- As lawmakers and educators struggle to improve high schools in the U.S., businesses and labor unions say they are alarmed that even job seekers with a diploma can't function in the workplace.

It's a problem, they say, that threatens to cripple American productivity at home and competition abroad.

Discouraged by the work habits of many new employees, a handful of states, led by New York, are working to create a nationally recognized "work readiness" credential. Proponents say the credential would certify that a prospective employee understands the importance of "soft skills" such as punctuality, a willingness to accept supervision and an ability to work in a group.

"You'd think people would know to call in sick when they're not coming to work, but that's not always the case," said Michael Kauffman, an executive at Anoplate Corp., a 175-person metal manufacturer in Syracuse. "We're having many more problems than in the past getting people who understand what it means to work in an office or a factory."

At a state job-training and education center in Brooklyn, New York's Workforce Investment Board recently began testing a "work readiness" exam developed by SRI International, a research group based in California. Tests will also be held in Florida, New Jersey, Washington and Rhode Island, as well as the District of Columbia, which all contributed funds to develop the exam.

Job seekers enrolled at the Brooklyn Educational Opportunity Center will be given a two- to three-hour exam that will check for reading and math skills in addition to speaking and listening habits. They will also be given "situational judgment" questions to gauge probable work performance.

Organizers say the credential should be ready by spring 2006 and would be administered by the U.S. Chamber of Commerce in conjunction with local chapters and state agencies. Whether it would be required for high school students, said the Chamber's Sondra Stein, would be up to individual states.

Aaron Harewood, 20, entered the Brooklyn center last year after graduating from George Wingate High School, one of seven Brooklyn high schools scheduled to close in June 2006 after the state Department of Education classified it as "low performing."

Harewood, who has never had a job and is studying to receive a certificate at the center in computer technology, said a work readiness credential would probably help him find employment.

"In high school, they only focused on the work you normally do in college--not on work skills," he said.

"You realize afterward that it would have been nice if you'd ever been aware of all this so when you face the real world you wouldn't be so unprepared."

The test, its proponents say, would also be used to evaluate job-training programs like the Brooklyn center that receive federal and state funding.

Adding to curriculum

In Illinois, the Chicago Public Schools' Office of Education To Careers has campaigned for the state to join the fledgling national effort.

Jill Wine-Banks, the program's director and a former Maytag Corp. and Motorola Inc. executive, joined the city's school system two years ago with a mandate to incorporate "work readiness" skills into the high school curriculum. Since September, she says 60 Chicago high schools with about 55,000 students have begun to use short videos and workshops in classes as a means to discuss how to negotiate with a co-worker, speak to a client or carefully follow directions.

"Unions and business leaders told us we were doing a good job training students in technical areas but that it was these 'soft skills' that we take for granted that they were missing," Wine-Banks said.

In November, at Wine-Banks' invitation, the director of a federal program called Equipped for the Future, which has spearheaded a "work readiness" credential, met with members of the Chicagoland Chamber of Commerce and the Chicago Workforce Board to gather statewide support for the certificate.

Illinois has yet to decide whether to endorse the credential.

Julio Rodriguez of the Bureau of Workforce Development at the Illinois Department of Commerce and Economic Opportunity, said Illinois already teaches job readiness through its One-Stop Career Centers, local offices that coordinate federal and state employment services.

"Behavioral skills are hard to quantify," he said. "We're all kind of watching [the pilot tests] to see what develops."

Chamber takes over

Last month, the U.S. Chamber of Commerce took over responsibility for Equipped for the Future, hiring the Department of Labor official who had previously administered it.

With the chamber as the project's sponsor, Sherryl Weems, executive director of the Educational Opportunity Center at the University of Buffalo, said she is optimistic that more states will endorse the credential.

"We didn't want this to be a labor or education thing but rather to be an employer thing," she said. "So, it made sense for the chamber to act as an umbrella."

Skeptics of a work readiness credential warn that it could distract students and educators away from "hard skills."

In Virginia, Gov. Mark Warner has taken a slightly different approach to the problem. Warner helped create a Career Readiness Certificate, which tests for math, applied math and reading for information but leaves out soft skills. Three states in addition to Virginia use the certificate, which is administered by

WorkKeys, a program of ACT Inc., the Iowa City-based research group.

Barbara Bolin, Warner's special adviser on workforce development, said she is skeptical of the chamber's project. Like Illinois' Rodriguez, she says soft skills would be "extraordinarily difficult to assess."

Others caution against integrating new programs into high school curricula.

"Schools should be focused on getting kids to read, and these other things like understanding authority and showing up on time will take care of themselves," said Jay Greene, a senior fellow at the Manhattan Institute for Policy Research, a New York City think tank.

No guarantee

But Phyllis Eisen of the Washington, D.C.-based National Association of Manufacturers, counters that while schools should always focus first on hard skills, those alone are no guarantee that younger workers can move into high-tech factory jobs.

She pointed to a 2001 National Association of Manufacturers survey of its members, later dubbed the "Skills Gap," as support for a work readiness credential.

Employers surveyed in the study reported that while 32 percent of job applicants possessed inadequate reading and writing skills, 69 percent lacked basic employability skills such as reading with understanding, speaking clearly, actively listening and resolving conflict.

"It's not an either-or proposition," Eisen said, referring to hard and soft skills. "For generations, the historic advantage of the U.S. economy was its skilled workforce, and right now, that's slipping away."

While the AFL-CIO and National Association of Manufacturers have clashed over wage issues and foreign trade, Paul Cole, secretary-treasurer of the New York State AFL-CIO says the two groups agree that a more efficient and higher-skilled workforce can ensure that well-paying jobs are not exported.

"If we infuse education and job-training with an emphasis on 'employability skills,' then we develop workers who not only can get jobs, they can keep them as well," he said.

That's a point that resonates with Ana Rosado, 20, who dropped out in 9th grade and now studies at the Brooklyn Educational Opportunity Center.

"If you're not punctual or [don't] communicate well, you're not going to stay employed," she said. "I'd like to work a while and afterward I would like to go to college."

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Groups test a workplace readiness credential

By Diane Cadrain

SHRM Online-Society for Human Resources Management

3/21/05

Faced with intensifying employer complaints about the poor skills of new workforce entrants, a national business-backed coalition is developing a voluntary work readiness credential designed to certify that applicants have many of the basic skills employers need.

"Lack of work readiness is pandemic," said Dana Egreczky, vice president for workforce development with the New Jersey Chamber of Commerce. "New job entrants are not prepared for the workplace. Their skill gaps run the gamut from not knowing how to make change for a dollar to not understanding the concept of being on time."

Backers of the new credential plan to develop a test to identify and address these skill gaps. They're planning to pilot a computer-based work readiness test that will be geared for full rollout in 2006. Once it's in use, the credential will be available for use across industries and states.

Those involved include the U.S. Chamber of Commerce, prominent voices from business and academia, and the workforce development systems in Florida, New York, New Jersey, Washington state, the District of Columbia and Rhode Island.

Employers have been involved from the ground up. In Washington state alone, over 70 employers have filled out surveys, given feedback and participated in focus groups, says Heather Fredericks, manager of training and education partnerships for the Washington Workforce Training & Education Coordination Board.

"We surveyed over 400 front-line supervisors of entry-level workers, in a wide range of industries, to identify the skills and behaviors that are most important for entry-level work," said Project Director Regie Stites, an adult education specialist with SRI of Menlo Park, Calif., the prime contractor on the project. "We came up with four separate subtests: applied reading, applied math, situational judgment and oral language."

Stites emphasized that although some media reports have stated incorrectly that the test focuses solely on employability or "soft" skills such as communication and decision-making, it places equal emphasis on reading and math skills.

The reading and math tests are self-explanatory. The situational judgment test gives test-takers a scenario they might encounter on the job and asks them to choose the best and worst choices among four options. The oral language component assesses speaking and listening skills by asking the test-taker to listen to the situation and respond orally.

Testing the test

Entry-level applicants in the workforce development offices in the six partner jurisdictions are already taking the test on a very small scale, helping the developers refine it. "It's a test of the test," said Fredericks. "After that, there will be larger field tests in August and September, which will validate it as a legally defensible tool, without bias or bugs. Then we're looking for an official launch date in 2006." The U.S. Chamber, which is taking the lead on the project, plans to kick off a major marketing campaign next spring.

Employers will be able to use the credential to identify qualified candidates for entry-level jobs, Stites said, and job-seekers will be able to use it to demonstrate that they have the knowledge and skills required for success.

"It's going to be useful both as a diagnostic device for incumbent workers and as a screening device for new workers," said Kip Bergstrom, director of the Rhode Island Economic Policy Council. "assuming that we also align our adult education system to it, so employers could refer a worker to a program to address the skill gaps it identifies."

Bergstrom's colleague, Judy Titzel, project director for the Rhode Island Governor's Adult Literacy Task Force, emphasizes that the test is not only for youth but also for the immigrant workforce. "Rhode Island is a large point of entry for immigrants—Cape Verdeans, Liberians, Cambodians, Vietnamese, Dominicans, Haitians, Russians," Titzel said.

"A lot of immigrants come to adult education to improve their English, and a lot of entry-level jobs require a graduate equivalency degree (GED). Many don't have enough English to get a GED, yet they need to work. So this credential would let them say, 'Look, I have the skills you need for an entry-level worker.' It's something for employers to go by."

Targeting turnover

"The high school diploma and the GED screen out workers who might be qualified for entry-level jobs and screen in some workers who aren't qualified," said Bergstrom. "The consequence of the latter is a very high, and costly, rate of job turnover."

"The credential will save employers time and money on recruitment, training, turnover and productivity," said Fredericks. In fact, the potential for savings is a key reason why employers in New Jersey are already fired up about the test.

"When I told my board about this, I got the most positive response I've seen to any idea I've floated in my 10 years with the chamber," said Egreczky. "There are CEOs of some large companies on my board, and heads of some small and medium-sized organizations too. They were absolutely enthusiastic, and a half dozen of them volunteered to work on it—shape the early concept—and now they're ready to test it. Based on the reaction I saw, there's a great deal of hope among employers about its potential."

"There's nothing out there that tells us where an applicant is on a scale of 1 to 10," said Ann Edwards, SPHR, director of HR for Lab-Volt Systems in New Jersey and the workforce readiness director for the New Jersey State Council of the Society for Human Resource Management. "Too often employers have to invest a lot of time and money to train a person they thought would be up and running."

"It's not going to be a hard sell here," agreed Fredericks.

Still, some skeptics are scoffing at the credential as a Band-Aid solution that avoids the real problem: A high school diploma is all but meaningless in this country.

"The key point is that the credential is based in work, in readiness for entry-level jobs," said Stites. "Its foundation is in the workplace, not in school. It's not a substitute but a complement to a high school diploma, and it focuses not on academic skills but on skills as applied in the workplace. It shouldn't be a track to go away from a high school diploma. A diploma measures success in a core curriculum; this measures success in entry-level work."

Leading the way

In the states that are developing the credential, employers who are familiar with the project can't praise it enough. "I'd give it a lot of weight," said Bob Santare, president of Champion Fasteners of Lumberton, N.J., who is chairman of the Workforce Investment Board in Burlington County. "It will make someone looking for a job more attractive to the employer. And it will save employers the cost of getting people up to speed."

The project's developers expect other states to join as the project progresses. "States that have taken the lead have made a financial investment and are helping develop it," said Lansing Davis, senior policy analyst with the New Jersey State Employment and Training Commission. "State government will kick it off, probably through their workforce investment boards. But multistate companies could adopt it too. Its credibility won't happen overnight, but there's nothing like it out there, and it's what employers say they need."

Diane Cadrain, J.D., is a freelance writer based in West Hartford, Conn., and a member of the Human Resource Association of Central Connecticut. She has covered workplace-related legal issues for over 20 years for a variety of publications.

New Tool Assesses Workers' Skills

Business groups ban together to create national test to measure basic abilities of workers.

By: Jonathan Steiman

March 28, 2005 -- In less than a year, jobseekers may have something extra to bolster their resumes: a national accreditation that says, basically, they can read, write, communicate, and even show up to work on time.

After fielding complaints from businesses nationwide, a coalition of business organizations -- including the U.S. Chamber of Commerce, Workforce Florida, Inc. and the National Retail Federation -- began developing a national test to measure math and literacy skills, as well as "soft skills," like communication, problem solving, and punctuality.

"It's been established over the years that a skills gap exists in the workforce," said Regie Stites, a manager at SRI International, a non-profit research institute, and director of the project. According to a 2001 study by the National Association of Manufacturers, two-thirds of supervisors said that entry-level workers lack the basic skills required to succeed on the job, like reading, arithmetic, and problem solving. Of those supervisors that responded, 40% said the skills gap "makes it difficult to improve productivity."

The test will have four sections -- applied reading, applied math, situational judgment, oral language -- and will take between two and two and a half hours to complete. The administration of the test will be up to each state, but will most likely take place at career centers and community colleges, said Stites.

The test, formally known as the Work Readiness Credential, will be valid in every state and across all industries, said Jan Magill, an officer at the U.S. Chamber of Commerce's Center for Workforce Preparation. Though the test is mainly designed to assess entry-level workers in non-professional jobs, the creators hope colleges will use it before sending their graduates out.

One concern is that workers will simply study the test, as opposed to actually learning the material. But Magill refuted this. "The test is to enhance -- not replace -- academic training."

Currently the test is in the development stage. By the fall, a pilot test will be introduced in Florida, Washington, New Jersey, New York, Rhode Island, and Washington, D.C. Once the kinks are worked out and the business coalition is confident that the test accurately measures the correct skills, which should be by spring 2006, the test will be rolled out nationwide.

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Posted on Mon, May. 23, 2005

'Work readiness' effort makes headway

Proponents seek way to certify that potential employees have needed skills

By LEON LAZAROFF
Chicago Tribune

NEW YORK — As lawmakers and educators struggle to improve high schools in the United States, businesses and labor unions say they are alarmed that even job seekers with a diploma can't function in the workplace.

It's a problem, they say, that threatens to cripple American productivity at home and competition abroad.

Discouraged by the work habits of many new employees, a handful of states, led by New York, are working to create a nationally recognized "work readiness" credential. Proponents say the credential would certify that a prospective employee understands the importance of "soft skills" such as punctuality, a willingness to accept supervision and an ability to work in a group.

"You'd think people would know to call in sick when they're not coming to work, but that's not always the case," said Michael Kauffman, an executive at Anoplate Corp., a 175-person metal manufacturer in Syracuse, N.Y. "We're having many more problems than in the past getting people who understand what it means to work in an office or a factory."

At a state job training and education center in New York City, the state's Workforce Investment Board recently began testing a "work readiness" exam developed by SRI International, a research group based in California.

Tests will also be held in Florida, New Jersey, Washington and Rhode Island, as well as the District of Columbia, which all contributed funds to develop the exam.

LIFETIME TEST

Job seekers enrolled at the Brooklyn Educational Opportunity Center will be given a two- to three-hour exam that will check for reading and math skills in addition to speaking and listening habits. They will also be given "situational judgment" questions to gauge probable work performance.

Organizers say the credential should be ready by spring 2006 and would be administered by the U.S. Chamber of Commerce in conjunction with local chapters and state agencies. Whether it would be required for high school students, said the Chamber's Sondra Stein, would be up to individual states.

In March, the U.S. Chamber of Commerce took over responsibility for Equipped for the Future, hiring the Department of Labor official who had previously administered it.

With the chamber as the project's sponsor, Sherryll Weems, executive director of the Educational Opportunity Center at the University of Buffalo, said she is optimistic that more states will endorse the credential.

"We didn't want this to be a labor or education thing but rather to be an employer thing," she said. "So it made sense for the chamber to act as an umbrella."

Skeptics of a work readiness credential warn that it could distract students and educators away from "hard skills."

HARD SKILLS FIRST

Phyllis Eisen of the Washington-based National Association of Manufacturers, counters that while schools should always focus first on hard skills, those alone are no guarantee that younger workers can move into high-tech factory jobs.

She pointed to a 2001 National Association of Manufacturers survey of its members, later dubbed the "Skills Gap," as

support for a work readiness credential.

Employers surveyed in the study reported that while a third of job applicants possessed inadequate reading and writing skills, roughly two-thirds lacked basic employability skills such as reading with understanding, speaking clearly, actively listening and resolving conflict.

"It's not an either-or proposition," Eisen said, referring to hard and soft skills. "For generations, the historic advantage of the U.S. economy was its skilled work force, and right now, that's slipping away."

While the AFL-CIO and National Association of Manufacturers have clashed over wage issues and foreign trade, Paul Cole, secretary-treasurer of the New York State AFL-CIO said the two groups agree that a more efficient and higher-skilled work force can ensure that well-paying jobs are not exported.

"If we infuse education and job-training with an emphasis on employability skills, then we develop workers who not only can get jobs, they can keep them as well," he said.

That's a point that resonates with Ana Rosado, 20, who dropped out in ninth grade and now studies at the Brooklyn Educational Opportunity Center.

"If you're not punctual or (don't) communicate well, you're not going to stay employed," she said. "I'd like to work awhile, and afterward I would like to go to college."

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March 2005, Volume 6, Issue 3

News | Events | Initiatives

NEWS:

- **Pre-Conference White House Event: The Voice of Business on the Mature Workforce**
- **Work Readiness Credential**
- **CWP Conducts 5th Workforce Development Leadership Course**
- **Arlington (TX) Chamber of Commerce Awarded Grant to Provide Employer Intermediary Services**
- **What Are Your Workforce Needs?**

Pre-Conference White House Event: "The Voice of Business on the Mature Workforce"

On June 15, 2005, the U.S. Chamber of Commerce (USCC) will hold a one-day forum, entitled, "The Voice of Business on the Mature Workforce." It is a White House designated pre-conference to the White House Conference on Aging (WHCoA) in October 2005, a national symposium that occurs once every ten years.

This year, the White House has asked the Center for Workforce Preparation and the Labor, Immigration, and Employee Benefits divisions of the U.S. Chamber to give CEO's the opportunity to provide policy recommendations at the WHCoA. This forum ensures the business community's voice is heard when shaping new policy for the hiring, training, retaining, and advancing of older workers. Participants will develop four policy recommendations which the U.S. Chamber will put forth to the White House.

Highlights of the forum include:

- Welcoming Remarks from Ms. Dorcas Hardy, Chairwoman, White House Conference on Aging
- Recent Studies presented by the Society for Human Resource Management and AARP
- Promising practices from leading business organizations across the country
- *Solutions for Change* put forward by Ken Dychtwald, author of the bestseller *Age Power*, and
- Congressional outlook and policy development sessions facilitated by the Chamber's Vice President for Labor Policy, Randel Johnson

Registration is limited to 100 USCC member CEO's ONLY. Register now to ensure your chamber, association, or business's voice is heard! Cost per member is \$195.00. For sponsorship opportunities and additional information, contact CWP Senior Program Officer, Jan Magili at 202-822-2471.

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Work Readiness Credential

CWP is pleased to announce the March 1, 2005 start-up of its partnership with SRI International to field test and provide a "national home" for the EFF Work Readiness Credential. The Work Readiness Credential is an assessment tool that defines, measures, and certifies that individuals have the knowledge, skills, and abilities they need to succeed in entry-level work in the 21st Century workplace. It is also designed to improve regional, state, and local workforce development systems in referring job ready candidates to employers.

Dr. Sondra Stein has been hired as a consultant to provide project management and field testing of the credential. Dr. Stein holds a bachelor's degree from the University of Michigan and a Ph.D. from Washington University in St. Louis, Missouri. The field testing for the credential is scheduled to take place in the following states: New York, Florida, New Jersey, Washington, Washington, DC, and Rhode Island.

For additional information, please contact CWP Senior Program Officer Jan Magill at 202-822-2471.

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CWP Conducts 5th Workforce Development Leadership Course



On March 6 - 9, 2005, CWP held its fifth Workforce Development Leadership Course at the U.S. Chamber of Commerce.

This unique level-two course, funded by the Annie E. Casey Foundation, brought together for the first time, chambers of commerce executives and local one-stop career center directors from the same communities to enhance their partnerships and connect their small- and medium-sized businesses with the resources needed to hire and retain qualified entry-level workers. For 2 1/2 days, participants had the opportunity to hear from leaders all across Washington, including The Honorable Assistant Secretary Emily DeRocco, Employment and Training Administration, U.S. Department of Labor, on how to assist employers in taking advantage of workforce development resources already available at no or low direct cost. Attendees also were given the opportunity to hear from local partnerships in Sunnyvale, CA and Hilton Head Island, SC who are successfully leading local workforce development efforts. With this recent addition of 36 new participants, CWP's leadership course has now trained approximately 150 chambers of commerce.

"[Through this course] CWP has provided our chamber and workforce executives the opportunity to learn new information, understand federal programs, and time to use this knowledge to develop a strategy to best serve our constituents," remarked Joan Hatfield, President and CEO, Baltimore County Chamber of Commerce.

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Arlington (TX) Chamber of Commerce Awarded Grant to Provide Employer Intermediary Services

The Arlington (TX) Chamber of Commerce has been awarded a grant from Workforce Solutions for Tarrant County for approximately \$175,000 to perform employer

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EDUCATION DAILY

The education community's independent daily news service

Legal watch

Illinois high school aims to nullify No Child law

Landmark lawsuit marks first legal challenge to law in federal courts

An Illinois high school has asked a federal court to declare the No Child Left Behind Act's cornerstone accountability provisions "invalid" because they clash with the nation's special education law.

Ottawa High School, a single-school district about 75 miles southwest of Chicago, filed a lawsuit Feb. 3 in U.S. District Court, Northern District of Illinois, school attorney Ray Hauser told *Education Daily* Friday.

Board of Education of Ottawa Township High School District No. 140 v. Department of Education alleges that NCLB places school districts in a no-win situation, because the law conflicts with the Individuals with Disabilities Education Improvement Act and its individualized education program requirements (ED, Jan. 18).

'Direct conflict'

Asking students with IEPs, who are learning at their own pace, to meet a certain standard by a designated test date is a "direct conflict," the complaint states.

Named as co-plaintiffs are four special education students who were making "meaningful and significant progress on their individualized goals" prior to Ottawa High School failing to make adequate yearly progress for two consecutive years.

As a result, the students must have their IEPs changed solely because of mandatory remediation under NCLB, without consideration for their unique disabilities, the complaint alleges.

The only other district to join the lawsuit is the Ottawa Elementary School.

Education Secretary Margaret Spellings was named as a defendant in her official capacity, as were the Illinois State Board of Education and Randy Dunn, the state's interim superintendent of education.

—Stew Magnuson

Today's Highlights

Vol. 38, No. 24 • Monday, February 7, 2005

BUDGET 2006

Educators expect President Bush to propose cutting or eliminating several programs to fund his high school and merit pay initiatives Page 2

DROPOUT PREVENTION

Indiana adopts new high school graduation standards considered among toughest in nation Page 3

P-16 ALIGNMENT

New survey exposes significant mismatch between high school graduates' satisfaction with their education, and college professors' and employers' expectations Page 4

New York Board of Regents to consider certifying teenagers' readiness for the workforce Page 5

Legislative Update Page 3

Close-up: Student harassment

Educators push to end gender-based bullying

Many elementary and middle schools across the nation recently took part in "No Name Calling Week" — time set aside to alert students to the harmful effects of branding others with hurtful names.

The idea is to make bullying, harassment and name-calling unacceptable as early in

Recommendations to curb bullying, see p. 6

school as possible, according to the Gay, Lesbian and Straight Education Network (GLSEN), which promoted the week's activities.

But while many school districts are taking action to provide a nurturing environment for all students, that umbrella of safety often fails to protect gay and lesbian students from verbal, or even physical, attacks.

Eliza Byard, GLSEN deputy executive director, said the group's biannual surveys have

(See BULLYING on page 6)

New York mulls work-readiness certification for teens

Pass/fail test would assess basic workforce skills like responsibility, problem-solving

The New York State Board of Regents today will consider a pilot certification program aimed at ensuring that all young people entering the workforce after high school have the business skills necessary to handle an entry-level job.

The 16-member Board of Regents will evaluate the Equipped for the Future (EFF) work-readiness certification, prepared by the State Workforce Investment Board (SWB) and its affiliates in Florida, New Jersey and Washington.

The EFF began two years ago as an initiative of the U.S. Education Department's National Institute for Literacy and is sponsored by the U.S. Chamber of Commerce.

The proposed pass/fail test is part of a growing national trend to boost high school standards across the curricula, advocated by President Bush (ED, Jan. 13), businesses, educators, parents and advocacy groups like Achieve Inc. (see story, p. 4).

If the EFF is approved, New York would be the first state to issue a work-readiness credential to high school students who pass the skills test, which covers 10 areas, including communication, directions-taking, basic decision-making and English speaking skills.

What employers want

SWB member Sherryl Weems, executive director of the University of Buffalo (N.Y.) Educational Opportunity Center, said the test is the product of extensive field work to determine what employers are looking for in the workforce.

"The skill sets that have been agreed upon to be introduced in this examination have been cross-corroborated among various communities across the state," Weems said.

She explained the test would certify a student's "soft skills," such as knowing proper office etiquette and how to address supervisors.

Pilot testing is expected to begin this spring and, if deemed successful, statewide testing could begin as early as next fall.

Keys to success

The planned Equipped for the Future (EFF) credential the New York State Board of Regents is considering would assess 10 broad sets of skills that businesses have said are keys to success in entry-level positions.

The EFF will test how well high school students:

- Acquire and use information.
- Use technology.
- Use systems.
- Work with others.
- Know how to learn.
- Exhibit responsibility.
- Exhibit integrity.
- Manage themselves.
- Allocate resources.
- Solve problems.

No decision has been reached, however, on whether high school seniors would have to qualify for a diploma to take the work-readiness test.

Regent Harry Phillips said he expects the board to approve the program, even though some members have expressed concern about adding another graduation requirement.

"We don't want to make this burdensome administratively or on the kids," he said.

Some proponents want students to meet age or graduation requirements as a prerequisite to taking the test, so as not to create an inducement to drop out and forgo a diploma.

Opponents suggest the test is just another set of standards in a state that has long required high school students to pass rigorous statewide Regents exams to graduate.

But as Weems explained, "You're looking at companion development" of standards, not one set "supplanting another."

For further details, see www.regents.nysd.gov

—David Hubler

Springboard

The New York State Board of Regents reports that several national assessments and curricula have been developed to meet work-readiness skills. They include:

- The Comprehensive Adult Student Assessment System
- The Career Readiness Certificate from the American Council on Testing
- The National Occupational Competency Testing

Institute's Workplace Readiness Assessment

In addition, work-readiness skills have been incorporated into career and technical education instruction and assessed by national occupational certificates, such as the Automotive Youth Educational Systems (A-YES) and the National Retail Federation's Customer Service and Retail Sales Certificate.

Tab 8

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

2005-10 STATE PLAN FOR ADULT BASIC EDUCATION

During the past two years, the State Board for Community and Technical Colleges' (SBCTC) Adult Education Office, working with the Washington State Adult Education Advisory Council, the Council on Basic Skills, and other interested groups, developed a five-year state plan to guide Washington's Adult Basic Education (ABE) system. The Adult Education Office completed the plan on June 9, 2005, and presented the plan to SBCTC on June 22-23, 2005, for its final review and approval.

State statutes direct the Workforce Training and Education Coordinating Board (Workforce Board) to review the State Plan for Adult Basic Education:

The board shall monitor for consistency with the state comprehensive plan for workforce training and education the policies and plans established by ... the advisory council on adult education, and the Washington state plan for adult basic education, and provide guidance for making such policies and plans consistent with the state comprehensive plan for workforce training and education. (RCW 28C.18.050)

Executive Order 99-02 also directs the Workforce Board to review and make recommendations to the Governor concerning the State Plan for Adult Basic Education to ensure consistency with the State Strategic Plan for Workforce Development.

This tab includes the 2005-10 Washington State Plan for Adult Basic Education. Also included is an analysis of the plan in relation to *High Skills, High Wages 2004: Washington's Strategic Plan for Workforce Development*.

Primary funding for Adult Basic Education and English as a Second Language instruction comes from the U.S. Department of Education and from the state Legislature (\$7,934,300 federal and \$78,017,000 state in 7/10/02 to 6/30/03).

The Workforce Board reviewed a draft of the Adult Basic Education Plan on March 31, 2005.

Board Action Requested: Adoption of the Recommended Motion.

RECOMMENDED MOTION

WHEREAS, local, state and federally funded adult basic education programs offer critical services by assisting adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and

WHEREAS, the State Board for Community and Technical Colleges developed a new five-year plan to guide Washington's Adult Basic Education system; and

WHEREAS, the Workforce Training and Education Coordinating Board is directed to review and make recommendations concerning the State Plan for Adult Basic Education to ensure consistency with the State Strategic Plan for Workforce Development; and

WHEREAS, Workforce Board staff identified two areas of missed opportunities for plan alignment;

NOW, THEREFORE, BE IT RESOLVED, That the Workforce Training and Education Coordinating Board recommend to the State Board for Community and Technical Colleges and its Adult Education Office, that the 2005-2010 State Plan for Adult Basic Education be expanded to include:

- a goal to “increase basic skills and English as a Second Language (ESL) instruction that is integrated with occupational skills training;” and
- a performance indicator for “earnings of former program participants.”

Subject to those two additions being made, the Workforce Training and Education Coordinating Board approves the 2005-10 State Plan for Adult Basic Education.

Analysis of the 2005-10 Adult Basic Education Plan in Relation to High Skills, High Wages 2004

Analysis – Part I

The draft version of the 2005-2010 Adult Basic Education Plan (as presented to the Workforce Board at its March 31, 2005, meeting) included four goals. Goal No. 1 stated:

“Prepare Adult Basic Education students to contribute to and benefit from Washington’s economy by increasing learning outcomes related to work.”

The proposed Goal No. 1 had six primary indicators including:

Number of students who enroll in integrated basic skills and vocational education programs.

Number of students who earn vocational certificates while gaining basic skills.

This goal and these two indicators were consistent with Strategy 3.2.5 in *High Skills, High Wages 2004*:

Strategy 3.2.5: Increase basic skills and English as a Second Language (ESL) instruction that is integrated with occupational skills training.

Goal No. 1 was re-worded and the indicators promoting integration of basic skills and vocational education programs were dropped from the final version of the Adult Basic Education Plan.

As described on page 104 of *High Skills, High Wages: 2004*, more should be done to integrate occupational skills training with Adult Basic Skills instruction. Both the Workforce Training and Education Coordinating Board (Workforce Board) and national research show that basic skills instruction is much more likely to have positive net impacts on participant employment and earnings when combined with occupational skills training.

Every four years the Workforce Board conducts a net impact and cost-benefit analysis of workforce development programs. The Adult Basic Education chapter of the Workforce Board’s *Workforce Training Results 2004* states:

According to the net impact analysis, impacts on employment and earnings are much stronger for students who combine job preparatory training with basic skills education. Community and technical colleges are working to integrate work skills training and ABE/ESL instruction. These efforts should continue.

In order for the 2005-10 State Plan for Adult Basic Education to be consistent with *High Skills, High Wages: 2004*, and, in order to improve labor market outcomes, the ABE Plan should include a goal to increase instruction that integrates literacy and vocational training.

Analysis – Part II

The Accountability Chapter of *High Skills, High Wages: 2004*, identifies five State Core Indicators:

- Employment or further education of former program participants
- Earnings of former program participants
- Educational attainment of program participants
- Employer satisfaction with former program participants
- Former participant satisfaction

These core indicators are used to measure results of statewide programs including secondary and postsecondary career and technical education and adult basic education programs. Core indicators are important for motivating desired behavior by program administrators and staff and for unifying workforce development programs around common purposes. They are important for providing consistent measures so, for example, “the percentage employed” means the same thing from one program to another. Figure 1. on Page 61 of *High Skills, High Wages: 2004* (see Figure 1 under this tab) shows the federal and state indicators for WIA Title II–Adult Education and Literacy. Included in the table are the actual results for the first three years of the plan (program years 2000-01, 2001-02, and 2002-03) and the expected levels of performance for years four and five.

Performance accountability effectiveness indicators are identified on page 5 of the 2005-10 State Plan for Adult Basic Education. These five indicators are consistent with the State Core Indicators with one exception; the State Plan for Adult Basic Education does not include an indicator for “earnings of former program participants.”

In order for the ABE plan to be consistent with *High Skills, High Wages 2004*, and in order to give attention to students’ levels of earnings, the ABE plan should include a performance accountability indicator for “earnings of former program participants.”

High Skills, High Wages: 2004 (page 61)
State (S) and Federal (F) Core Measures

	Performance			Targets	
Adult Basic Education Measures	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
Educational Attainment (F) - Percentage of adults enrolled in basic literacy programs who completed a level of instruction.	33%	41%	48%	35%	50%
Literacy Gains (F) - Percentage of adults enrolled in English Literacy programs who demonstrated improvements in English language skill level.	39%	42%	48%	34%	50%
High School Completion (F) - Percent of adult learners with a high school completion goal who earned a high school diploma or GED.	25%	25%	22%	42%	23%
Entered Postsecondary Education or Training (F) - Percentage of adult learners with the goal to continue their education who enter postsecondary education or training.	60%	31%	93%	60%	33%
Entered Employment (F) - Percentage of adult unemployed learners with an employment goal who were employed at the end of the first quarter after they exited the program.	31%	44%	19%	32%	20%
Retained Employment (F) - Percentage of adult learners with a job retention goal at enrollment or employed in the quarter after exit who were employed in the third quarter after leaving.	80%	77%	42%	63%	44%
	Performance			Targets	
Adult Basic Education Measures	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
Employment (S) - Percentage of former participants who were employed or in the military during the third quarter after leaving.	60%	N.A.	55%	56%	56%
Annualized Earnings (S) (2003 Dollars) - Median annualized earnings of former participants during the third quarter after leaving the program. (Only former participants not enrolled in further education were counted in this indicator.)	\$15,804	N.A.	\$15,104	\$15,255	\$15,406

Employer Satisfaction with Participants (S) - Percentage of employers who reported satisfaction with new employees who were program completers as evidenced by survey responses to the biennial survey conducted by the Workforce Board. (Not required below the state level.)	77.2%	N.A.	87.5%	N.A.	89%
Participant Satisfaction (S) - Percentage of former participants who reported satisfaction with the program as evidenced by survey responses six to nine months after leaving the program. (Not required below the state level.)	87.0%	N.A.	85.3%	N.A.	87%

When One Person Learns, Everyone Benefits

Washington State Plan for Adult Basic Education

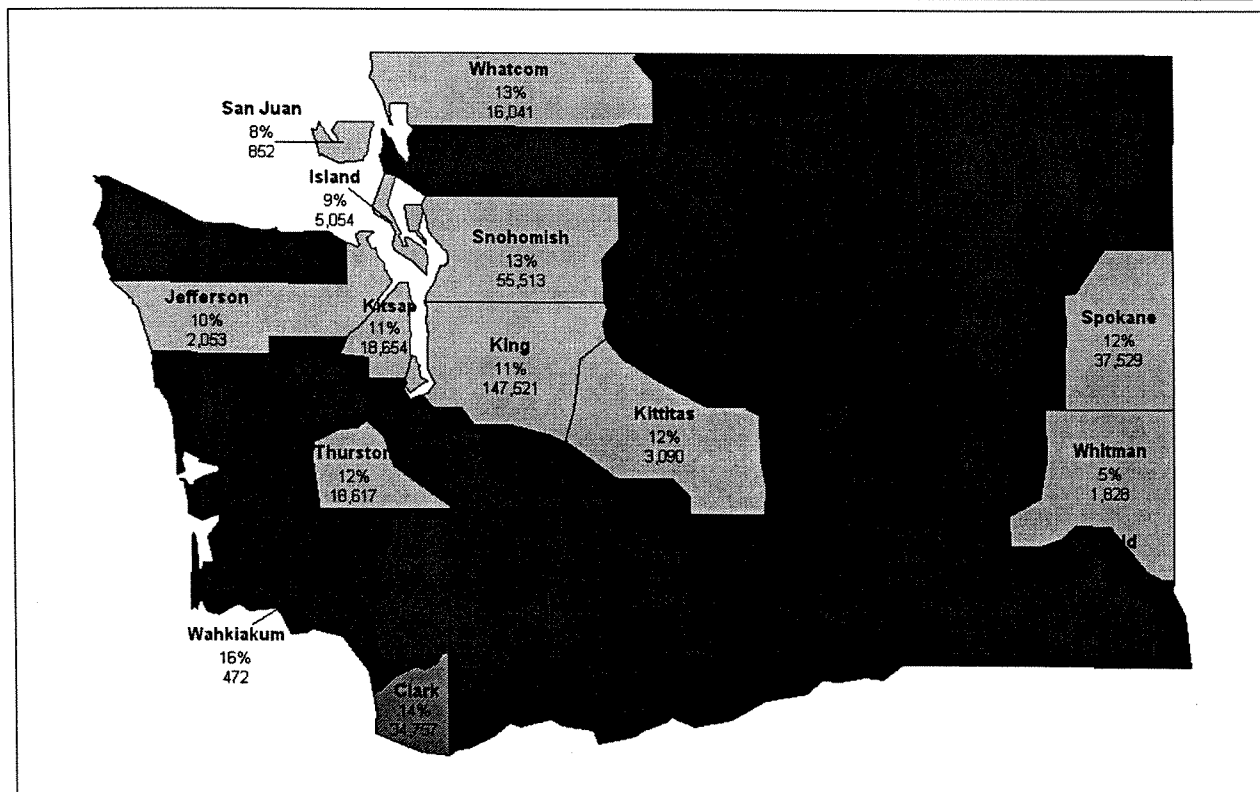
Adult basic education can be a powerful, life-changing opportunity for the one in six Washington adults who lack the literacy skills they need to succeed as workers, parents and citizens. Literacy programs are the cornerstone to a viable workforce, a vital economy and strong families.

The need for these programs is big and getting bigger, and the stakes are high. The success of the state's economy depends on a skilled workforce that is highly productive and can quickly adapt to change. We can't afford to leave anyone behind. Our future workforce depends on adults who are currently under-prepared. Currently, 87 percent of adult immigrants who lack English language skills are not receiving the necessary training, and 94 percent of the adults who lack high school diplomas are not receiving GED preparation.

Fortunately, Washington's adult literacy education system is committed to providing more adults with the literacy and job-training skills they need to be successful in the workplace and in life. This state plan sets a path for our state's economy and all of its citizens to be more successful.

Adult basic education is key to Washington state's future

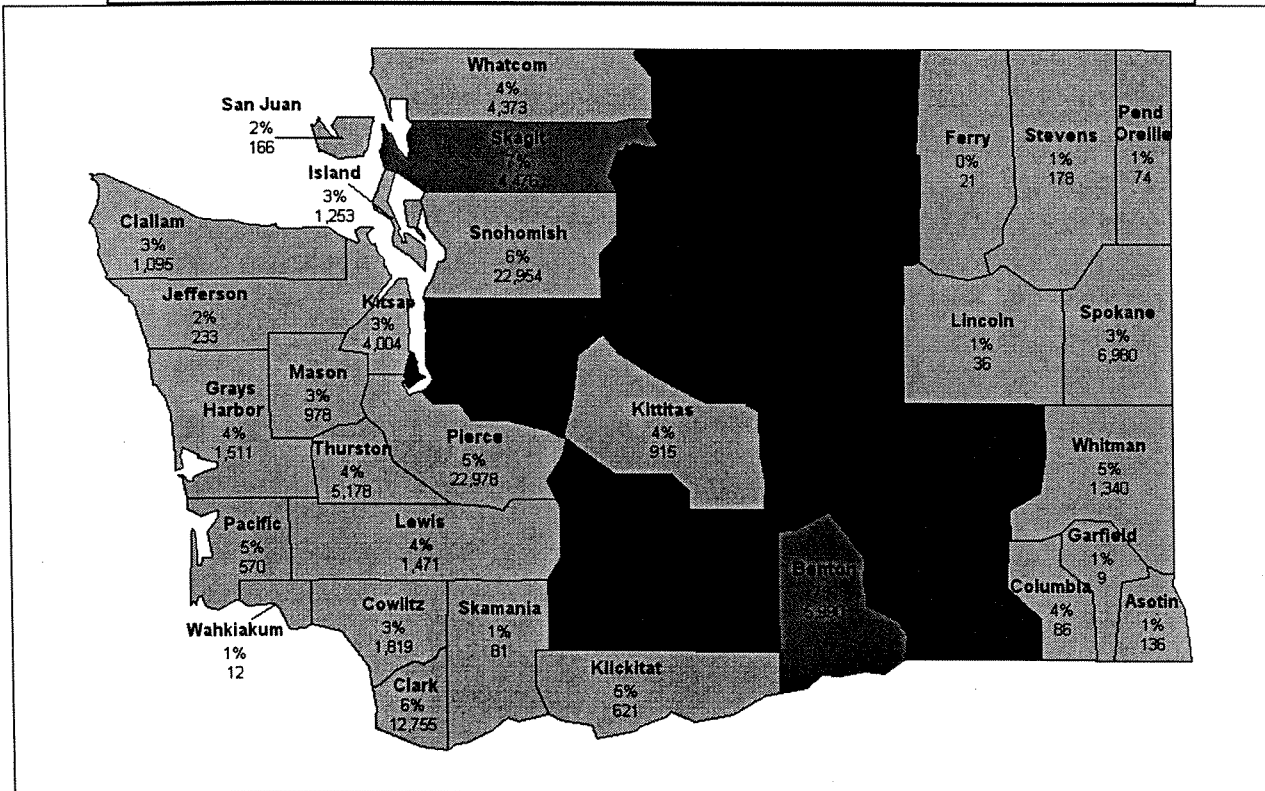
17 percent of Washington adults 18 and over lacked high school credentials in 2000.



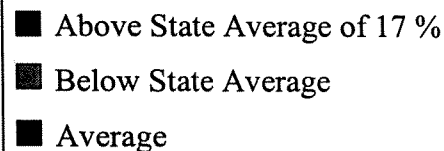
Source: US Census Bureau 2000

Immigrants and refugees are the fastest growing part of the state's population. Almost a quarter million adults do not speak or understand English very well. In addition, many are not literate in their native language.

7 percent of Washington's adult population in 2000 were non-English speakers*



Source: US Census Bureau 2000



Rapid growth in the number of adults without high school credentials and English language skills has a powerful impact on Washington's current and future workforce.

Employers, employees, public education, public health and entire communities will benefit from more people with increased basic skills. Today, they are all faced with decreasing resources, increasing financial burdens and an unstable future.

Our state's employers face a shortage of skilled workers today.

- Even at the height of the recession in 2003, 45 percent of Washington state employers had a hard time finding qualified applicants for openings. The results are decreases in output and quality, sales are lost and the bottom line suffers. Some employers even moved out of the state.

- When more than 100 employers participated in a national literacy program at their workplaces (including a group of 10 in Washington state), 80 percent of them identified improved quality of work as a benefit. Of these employers surveyed, 71 percent were able to promote from within after employees participated.

Under-prepared workers, like their employers, will benefit from increased skills.

- Over 40 percent of American workers have low literacy skills.
- Low-literate adults have the hardest time getting jobs and are often the first to be laid off.
- Experts predict that as few as 10 percent of all new jobs will be available to those who lack a high school diploma.
- Even low-wage jobs, in industries from hospitality to agriculture, demand literacy as well as specific job knowledge. Employees need to continue to learn so that they may continue to advance in the workforce.

There are more adults who speak English as their first language who lack high school diplomas and basic skills.

- Out of the students who are expected to graduate from high school, one out of three do not.
- Adults without a diploma have a six percent higher unemployment rate than those with a diploma.
- In Washington, high school graduates earn \$9,000 more each year than those without a diploma. Earning some college adds at least another \$6,000 to that amount.
- A family living in poverty is seven times more likely to be headed by a high school dropout than a family not living in poverty.

Tomorrow's workforce will be more dependent on immigrants, refugees and others who don't yet have the skills they need.

- As the predominantly white baby boomers who make up a core of the state's workforce retire beginning in 2008, the workforce will be even more dependent on our diverse populations to fill skilled positions.
- Latino/Hispanics made up only 3.8 percent of the civilian workforce in 1990. By 2010, our state's Latino/Hispanic population will make up 15.3 percent of the workforce.
- Currently more than 60 languages are spoken in Washington homes.

Washington's growing diversity presents challenges and opportunities for public education.

- Immigration is the driving engine for our national population growth, where one in five children has a parent who is an immigrant. In this state, in little more than 10 years, there has been a near doubling of the population for whom English is a new language.
- More than one million of our citizens and their children are at risk of becoming more impoverished and even more dependent without the opportunity to improve their skills.
- Across the country and in our state, children whose parents have less than a high school education score lowest on reading and other standardized tests. When parents' literacy improves so does their children's health, likelihood of staying in school, and ability to become employed.
- The U.S. Department of Education put it simply: "The single most significant predictor of children's literacy is their mother's literacy."

Low literacy decreases the effectiveness and raises the cost of the health care system.

- The reading level of written materials, such as prescriptions, immunization schedules and instructions for care after surgery is well above the ability level of many adults, one in five of whom read at or below the fifth grade level.
- Health care experts estimate that the costs of adult illiteracy to the health care system are in the range of \$8 to 12 billion a year.

Communities benefit from more literate citizens.

- Less than half as many low-literate Washingtonians participate in community organizations each month.
- Low literate adults are almost twice as likely not to vote as are literate citizens.

Despite the fact that many low-literate people are ready, willing and able to work, there are many barriers:

While much has been done to increase literacy skills, there are still significant hurdles to overcome with the help of additional money and policy changes.

Monetary resources continue to shrink

- State and federal funds for adult basic education are declining.
- Community and technical colleges, which provide about 95 percent of the adult basic education in this state, have reduced services due to budget cuts.
- Most people with low literacy skills work irregular hours, have one or more part-time jobs or are working at times when classes are available.

Policies need to accommodate ABE classes.

- Students in adult basic education classes don't qualify for financial aid. Without the assistance that is essential and available to other needy students, they struggle with the demands of living, transportation and childcare expenses.

Washington's adult basic education system is currently addressing these high stakes issues. In the next five years, progress will be accelerated.

Adult basic education programs serve the most challenging students in the higher education system. While these students bring real-life competencies that allow them to function as workers, parents and citizens, they also bring real-time needs. They take classes to improve their basic skills so that they can be more successful. Almost all of them are focused on the skills that lead to better paying jobs. At the same time, adult basic education students have substantial learning and skills gaps. Their skill deficits often require more time and effort to address than the demands of their jobs and families allow.

Adult basic education providers are especially knowledgeable about their students and are highly skilled at providing training that changes lives in very tangible ways. In addition to these instructors' innate skills, they also follow a strict set of reporting standards, assessment measures and evaluations to assure they are accountable.

Adult basic education providers:

- Compete for funding based on 13 criteria defined in federal law
- Gather and report individual student data quarterly, documenting 24 separate pieces of information that include demographics, hours of attendance and learning gains
- Use common standardized assessments to measure and document gains
- Address 17 state and federal performance targets in the areas of learning, getting or keeping jobs, and transition to higher education or training
- Receive funds based on performance.

In order to better serve adult learners and Washington state, the adult basic education system will:

- 1) **Increase access by serving more students**, providing instruction in flexible locations and times, and using multiple methods for teaching and learning.

Effectiveness indicator:

- The number of adults enrolled in adult basic education, including basic skills, GED and English as a second language programs.

- 2) **Increase students outcomes**, prioritizing those that help students and the state meet its economic and workforce goals.

Effectiveness indicators:

- The number of adults enrolled in adult basic education who increase their literacy skills
- The number of ABE students who find or keep a job after receiving ABE instruction
- The number of ABE students who transition to post-secondary education or training programs
- The number of ABE students who complete post-secondary education or training programs
- The number of students who receive GEDs and other high school credentials.

- 3) **Increase public awareness and understanding about adult basic education** and the way it assists Washington state to meet its economic and workforce goals.

Effectiveness indicators:

- Public perception of the value of adult basic education
- Public perception of the effectiveness of adult basic education.

Future Goals

There is a critical need to invest resources in these neglected populations. More money will be needed to move beyond these goals to serve more people. There are a significant number of people who could be served if more resources were available.

State, federal and local funds support statewide services.

Thirty-four colleges and nearly 20 community-based organizations currently provide adult basic education across Washington state. Funded through the State Board for Community and Technical Colleges, this network accounts for about 95 percent of all adult literacy. Each one tailors services to respond to their own community.

Local flexibility is balanced with shared accountability. All providers:

- Use the same standardized assessments to measure student learning
- Report data quarterly
- Are responsible for same program outcomes including employment and a variety of learning outcomes
- Receive funds based on state and federal performance targets.

Providers are supported in carrying out their complex tasks. A regional system of professional development emphasizes instruction that addresses learners' goals and continues program improvement. Providers also network to share best practices.

Adult basic education programs are supported with a combination of federal, state and local dollars. Because community and technical colleges provide about 95 percent of the services in Washington state, they also receive and provide the largest part of the funds.

In fiscal year 2005, the federal and state funds specifically allocated to ABE amounted to approximately \$10 million. For every one of these dollars they received, colleges invested at least another \$7 in state funds, and community-based organizations invested at least \$4 in community contributions to serve basic skills learners.

Partner agencies and organizations also invest federal, state and local dollars to help under-prepared adults move into the economic and social mainstream. For example, the Office of the Superintendent of Public Instruction distributes federal EvenStart dollars to 17 family literacy programs in Washington state, helping to break the intergenerational cycle of illiteracy and poverty.

Other partners that invest in adult basic education include the Department of Health and Human Services, the Employment Security Department, all 12 Workforce Development Councils, and state and local libraries.

Because the future of our economy, communities and families depends on the ability of our state to close the skills gap for all of its citizens, these entities will continue to work together to ensure the highest return on public investments.

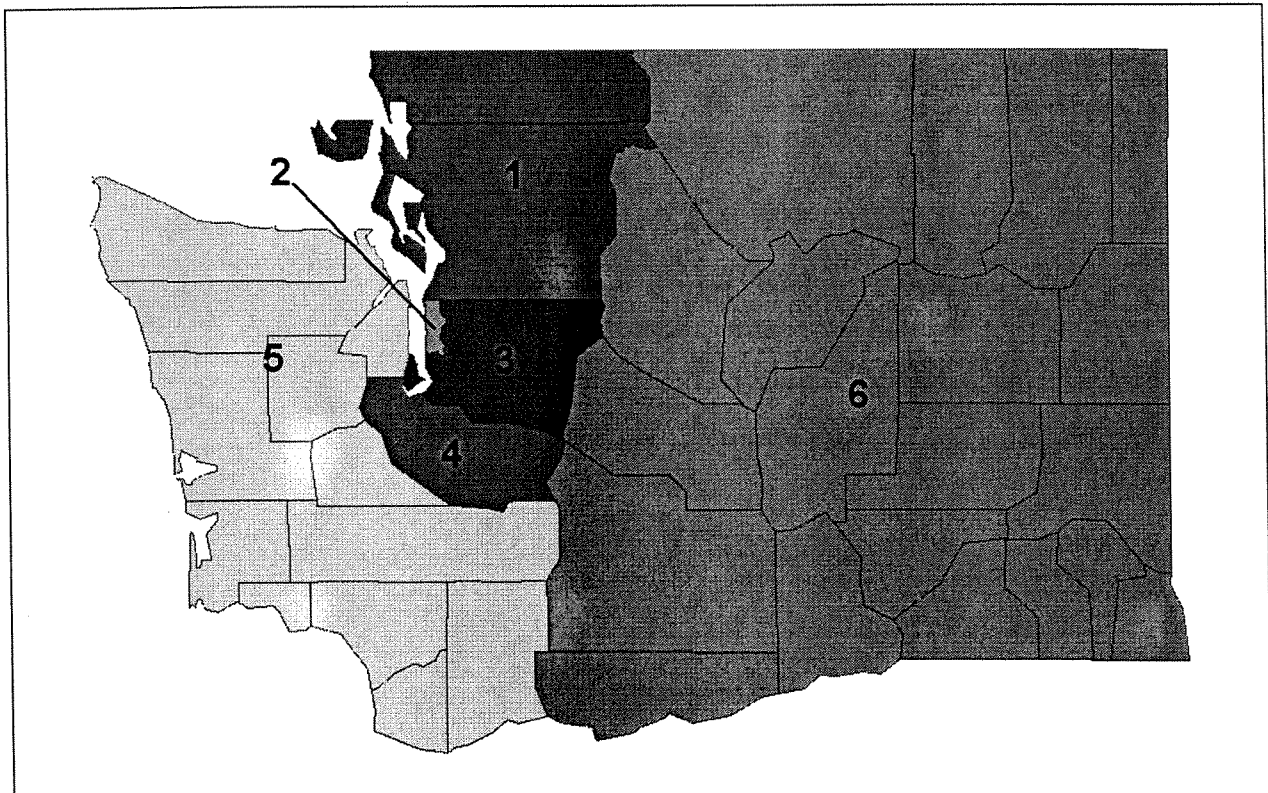
Funding Regions

The State Board for Community and Technical Colleges distributes money through funding regions so that adult basic education is available across the state. The regions follow the boundaries of community and technical colleges. Wherever possible, they also reflect the 12 workforce development areas and the regions set up by partner agencies.

Funding regions have three purposes:

- They ensure support for ABE services is available across the entire state;
- They give providers in an area opportunities to work together to plan and deliver services;
- They offer a framework within which providers can request money in a competitive process a requirement of the federal funds

Funding Regions 2005 - 2010



Region	Description	Comprised of:
1	NW Washington	Whatcom, Skagit, San Juan, Island and Snohomish Counties
2	Seattle	Seattle and King County directly north of Seattle
3	South and East King	South and East King County (excluding Seattle)
4	Pierce	Pierce County
5	South and West Washington	Clallam, Jefferson, Grays Harbor, Mason, Kitsap, Thurston, Pacific, Wahkiakum, Lewis, Cowlitz, Clark, and Skamania Counties.
6	Eastern Washington	Okanogan, Chelan, Douglas, Grant, Adams, Lincoln, Ferry, Stevens, Pend Oreille, Spokane, Whitman, Kittitas, Yakima, Klickitat, Benton, Franklin, Walla Walla, Columbia, Garfield, and Asotin Counties

The Funding Formula

The amount of money available in each funding region is determined by a formula based on data for each region. The formula identifies the need for services and the amount of service currently available, and includes a hold-harmless clause to assure that existing services are not seriously disrupted.

The factors in the formula include:

- The number of residents in the funding area who are 18 and older and do not have a high school diploma;
- The number of residents in the funding area who are 18 and older and who indicated on Census 2000 that they do not speak English very well;
- The current level of ABE services in the area;
- A hold-harmless clause for the region that keeps the service level as stable as possible.

The final plan will include links to the State Board for Community and Technical Colleges Web page and provide contact information.

Bibliography

Supporting data comes from national sources including: the U.S. Census Bureau, the Manhattan Institute for Policy Research, Anthony Carnevale and Donna Desrochers' book The Missing Middle, Michael Bloom's study Turning Skills into Profits, and the U.S. Department of Education's America Reads, and studies conducted by the Institute for Health Care Advancement.

Sources for Washington State data include: Workforce Training and Education Coordinating Board's publication Employer Survey 2004, the 2004 Long Term Forecast from the Office of Financial Management, and the Washington State Adult Literacy Survey.

Upon approval of content, staff will produce comprehensive bibliography

Tab 9

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
JULY 7, 2005**

WORKSOURCE PERFORMANCE INDICATORS: THIRD ANNUAL REPORT

In November and December 2000, the Workforce Training and Education Coordinating Board (Workforce Board) and the Executive Policy Council for WorkSource, respectively, adopted the policy for measuring WorkSource outcomes. The policy identified that the Workforce Board would measure the results of WorkSource and the measures to be used. Included in this tab is a report providing year three results.

Most of the results are for participants who exited WorkSource between July 2002 and June 2003, with the exception of results based on survey data. The survey data are for WorkSource participants who exited from January 2004 through December 2004. The survey of WorkSource staff took place during May 2005.

Included in the data are participants in the Employment Service and Workforce Investment Act Title I-B. The largest number of participants, by far, was from the Employment Service.

Among the most interesting findings are:

- The percentage of Washington employers using WorkSource increased to 10 percent from 6 percent in last year's report.
- On a scale of 0 to 100, employer satisfaction with WorkSource services increased to 69.6 from 67.8 in last year's report.
- The entered employment rate fell to 56.1 percent from 60.0 percent the prior year. Entered employment is based on a time period when Washington was still in a recession.
- There was little change in customer or staff perception of the extent of service integration/coordination from the prior year.

Board Action Required: None. For information only.

WORKSOURCE PERFORMANCE INDICATORS: THIRD ANNUAL REPORT

Background

The Workforce Training and Education Coordinating Board (Workforce Board) and the Executive Policy Council adopted an accountability plan for WorkSource. The plan includes WorkSource performance indicators that should inform policymakers on the progress in achieving desired outcomes. This document presents estimates for many of these indicators. Unless otherwise noted, estimates are for participants who left WorkSource between July 2002 and June 2003.

WorkSource participants include individuals and employers who receive services through a WorkSource Center or an affiliate site providing services funded under Workforce Investment Act (WIA) Title I and WIA Title III (Wagner-Peyser).

The Data

Indicators were estimated using data from administrative records and surveys. The administrative data included records on WIA Title I-B participants and Labor Exchange registrants. The WIA participants include disadvantaged adults, dislocated workers, and disadvantaged youth who exited programs from July 2002 through June 2003. The Labor Exchange participants include individuals who registered from July 2002 through June 2003, received services during this period, and had no recorded service (for at least 6 months) after June 2003.

Survey data are taken from WIA satisfaction surveys and a survey of Labor Exchange registrants. The survey data are available for more recent program exiters (January 2004 to December 2004).

Types of Outcomes Measured

The performance indicators measure four types of outcomes—competencies, employment, earnings, and customer satisfaction. Who is included in the measures for particular outcomes depends upon the services received, as shown in the following table.

Type of Outcome	Those counted received at least one of the following services:
Competencies	Training
Employment	Staff assisted core services, intensive services, and training services
Earnings	Intensive services, training services
Customer Satisfaction: Participants	Staff assisted core services, intensive services, and training services
Customer Satisfaction: Employers	Employers with filled job orders, customized training, on-the-job training, and rapid response

Most Labor Exchange registrants do not receive intensive or training services. Thus, we have used data for only WIA participants to estimate outcomes for competencies and earnings. Both Labor Exchange registrants and WIA participants were used to estimate outcomes for employment and participant satisfaction.

The WorkSource Performance Indicators

1. Percentage of employers using WorkSource services

Estimate: 10.2 percent. Prior results: 6 percent from April 2002 to March 2003 and 7 percent from July 2000 to June 2001.¹

Description: The denominator is the total number of employers (209,682) as measured by the Employment Security Department (ESD), and the numerator (21,293) is the number of employers who used staff-assisted Labor Exchange or WIA services. The count of employers served is up from 13,284 served in 2002-2003 and 16,020 served in 2000-2001.

This measure differs from the market share performance measure adopted by ESD. That measure shows the percent of employers with job openings listed with WorkSource and was 9.3 percent for the same time period.

Period: January 2004 to December 2004.

2. Percentage of total workers using WorkSource services

Estimate: 9.7 percent. Prior results: 9.5 percent from April 2002 to March 2003 and 10.1 percent from July 2000 to June 2001.

Description: The denominator is the number of individuals in the civilian labor force (3,233,600). The numerator is the number of staff-assisted participants (313,131) in WIA and Labor Exchange.

Period: January 2004 to December 2004.

3. Customer perception of seamlessness

Estimate: 78.2 percent. Prior results: 79.1 percent (79.9 percent WIA and 79.1 percent Labor Exchange from July 2002 to June 2003).

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B	13,036	81.9%
Labor Exchange	299,773	78.0%
All Combined	312,809	78.2%

¹ Counts of employers served are measured from SKIES, which may contain duplicate employer records. The count of employers in Washington comes from LMEA. Employer counts dropped by roughly 17,000 between 2002 and 2003 due to a change in counting methods. One-sixth of the improvement between 2002-2003 and 2004 came from this change in denominator.

Description: This measure is based on responses to a state administered survey of WIA Title I-B participants and Labor Exchange registrants. The estimate is the percentage of respondents who said the state did an excellent or good job in making the program easy to use.² Responses were weighted to reflect the actual number of WIA Title I-B exiters and Labor Exchange participants across programs and regions of the state.

Period: Survey of participants who exited or received services from January 2004 through December 2004.

4. Staff perception of integration

Estimate: 3.1 on a scale of 1 to 4. Prior results: 2.9 (June 2004) and 2.9 (March 2003).

Description: The measure is based on 132 responses to a survey of WorkSource Center staff. The survey was sent to the administrators of 26 WorkSource Centers throughout the state. The administrators forwarded the survey to their staff; who sent their responses directly to the Workforce Board.

Characteristic	Extent to which characteristic currently exists				
	Not at All			Completely	Don't Know
	1	2	3	4	9
1. WorkSource staff are knowledgeable regarding the programs and services of other partners. (Mean=3.2) (2.9 in 2004, 3.0 in 2003)	2	15	65	47	3
	2%	11%	49%	36%	2%
2. Customer data (e.g., intake information) are shared efficiently among partner programs. (Mean=3.2) (2.9 in 2004, 2.9 in 2003)	1	23	53	46	9
	1%	17%	40%	35%	7%
3. Local programs and services are coordinated to avoid duplication of partner effort. (Mean=3.0) (2.9 in 2004, 2.8 in 2003)	4	24	57	37	10
	3%	18%	43%	28%	8%
4. Customers encounter no obstacles caused by services being provided by different programs and funding sources. (Mean=3.0) (2.8 in 2004, 2.8 in 2003)	2	31	53	33	13
	2%	23%	40%	25%	10%

The survey instrument contains four questions, which have responses on a scale of 1 to 4. The estimate is the overall mean of the responses to the four questions. (Please see the appendix for a copy of the survey instrument.)

² The survey question read as follows: "The State of Washington is working on providing easier to use services. That means trying to make sure that people don't have to repeat what they need or supply personal information too many times. In your experience with this program would you say that they did an excellent, good, fair or poor job in making the program easy to use in these ways?"

Period: Survey administered during May 2005.

Summary of responses: WorkSource staff were asked to review the list of characteristics shown in the table and indicate the extent to which each characteristic currently exists at their WorkSource Center, where 1 is "Not At All" and 4 is "Completely."

5. Number of students who are WorkSource participants

Estimate: 33,142 (9,393 WIA and 28,190 Labor Exchange)

Description: The measure is the number (an unduplicated count) of students at community and technical college, public four-year universities, private career schools, and apprentices who are WorkSource participants.³

Period: July 2002 to June 2003.

6. Credential Rate

Estimate: 83.7 percent. Prior results: 84.6 percent in PY01 and 74.5 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	1,904	82.8%
WIA Title I-B Dislocated Workers	3,769	83.7%
WIA Title I-B Youth	378	87.6%
All Combined (Unduplicated)	5,997	83.7%

Description: The State Credential Rate measure is the percentage of participants who obtained an appropriate credential.

Population: WIA Title I-B participants who received training services.

Period: July 2002 through June 2003.

7. Employment and credential attainment

Estimate: 65.8 percent. Prior results: 65.3 percent in PY01 and 60.0 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	1,904	65.4%
WIA Title I-B Dislocated Workers	3,769	65.7%
WIA Title I-B Older Youth	164	74.7%
All Combined (Unduplicated)	5,789	65.8%

Description: The measure is the percentage of participants who became employed and completed training, among those who received training services. The estimate follows the methodology specified for the Federal Employment and Credential performance measure for WIA Title I-B.

³ The estimate includes a count of WorkSource participants enrolled in all community and technical college programs; not just the workforce programs. Prior results are not comparable with the current estimate.

Population: WIA Title I-B participants who received training services.

Period: July 2002 through June 2003.

8. Employment or further education

Estimate: 62.1 percent. Prior results: 62.0 percent in PY01 and 65.8 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	3,009	69.9%
WIA Title I-B Dislocated Workers	5,102	76.5%
WIA Title I-B Youth	2,524	73.3%
Labor Exchange	206,209	61.7%
All Combined (Unduplicated)	211,182	62.1%

Description: The state employment measure for adults and dislocated workers is calculated for participants who were not in further education or training in the third quarter after exit. All youth are included in the measure, which counts employment, further education or training, or enrollment in secondary education as positive results.

Population: WIA Title I-B participants and Labor Exchange registrants (Washington residents) who received core, intensive, and/or training services.⁴

Period: July 2002 through June 2003.

9. Entered employment rate

Estimate: 56.1 percent. Prior results: 60.0 percent in PY01 and 64.4 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	2,658	75.6%
WIA Title I-B Dislocated Workers	5,426	77.8%
WIA Title I-B Older Youth	472	75.6%
Labor Exchange	202,497	55.4%
All Combined (Unduplicated)	206,124	56.1%

Description: The measure is the percentage of participants not employed at program registration who were employed during the first quarter after exiting the program. The estimate follows the methodology specified for the Federal Entered Employment Rate performance measure for WIA Title I-B.⁵

Population: WIA Title I-B participants and Labor Exchange registrants (Washington residents) who received core, intensive, and/or training services.

⁴ Labor Exchange does not record exits, which are needed to measure the State and Federal WIA indicators. So, the last date of service for a registrant was used as the exit date. If the last date of service was after June 2003 the participant is regarded as still active (not an exiter) and is not in these measures.

⁵ Labor Exchange populations are defined using the same definitions that would be applied to WIA populations. That means that outcomes are defined differently depending on whether the Labor Exchange participant is an Adult, Dislocated Worker, Older Youth, or Younger Youth.

Period: July 2002 through June 2003.

10. Retention in employment

Estimate: 79.6 percent. Prior results: 81.6 percent in PY01 and 81.4 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	2,498	83.5%
WIA Title I-B Dislocated Workers	4,224	90.6%
WIA Title I-B Older Youth	401	80.8%
WIA Title I-B Younger Youth	1,353	66.7%
Labor Exchange	130,711	79.5%
All Combined (Unduplicated)	135,124	79.6%

Description: For most populations the measure is the percentage of participants who entered employment during the first quarter after exiting the program and who were employed during the third postprogram quarter. For younger youth the measure is the percentage employed or enrolled in further education or training during the third postprogram quarter. The estimate follows the methodology specified for the Federal Employment Retention performance measure for WIA Title I-B.

Population: WIA Title I-B participants and Labor Exchange registrants (Washington residents) who received core, intensive, and/or training services.

Period: July 2002 through June 2003.

11. Earnings

Estimate: \$20,967. Prior results: \$19,904 in PY01 and \$23,168 in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	1,961	\$18,250
WIA Title I-B Dislocated Workers	3,623	\$27,042
WIA Title I-B Youth	946	\$9,735
All Combined (Unduplicated)	6,489	\$20,967

Description: The state earnings measure is the median annualized earnings of former participants during the third quarter after leaving the program. (Only former participants not enrolled in further education are counted for this indicator. Earnings are expressed in 2003 quarter one dollars.)

Population: WIA Title I-B participants who received intensive and/or training services.

Period: July 2002 through June 2003.

12. Earnings gain

Estimate: \$3,754 (Adults & Older Youth) and 77.7 percent (Dislocated Workers). Prior results for Adults & Older Youth: \$3,627 in PY01 and \$3,822 in PY01. Prior results for Dislocated Workers: 74.7 percent in PY01 and 85.7 percent in PY00.

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B Adults	2,325	\$3,895
WIA Title I-B Older Youth	400	\$2,989
Combined (Unduplicated)	2,714	\$3,754
WIA Title I-B Dislocated Workers ⁶	3,751	77.7%

Description: The measure is the difference between earnings in the second and third quarters after exit and preregistration earnings (based on average earnings in the second and third quarters before registration for adults, and the second and third quarters before job dislocation for dislocated workers). The estimate follows the methodology specified for the Federal Earnings Gain performance measures for WIA Title I-B.

Population: WIA Title I-B participants who received intensive and/or training services.

Period: July 2002 through June 2003.

13. Employer satisfaction

Estimate: 69.6 on a scale of 0 to 100. Prior results: 67.8 from July 2002 through June 2003 and 68.1 from July 2001 through June 2002.

Description: The measure is based on responses to the three federal questions that gauge satisfaction with employer services.⁷ The responses to these questions are converted to a satisfaction index with scores ranging from 0 to 100. Responses are weighted by region to reflect the number of employers receiving services statewide.

Population: Employers receiving employer services; primarily job orders, job referrals, and warn notices.

Period: Survey of employers who received services from January 2004 through December 2004.

⁶ This figure is considerably lower than the 83.9 percent result for dislocated workers with local Dislocated Worker funding (N=2,948). Dislocated workers with National Reserve Grants, Rapid Response, and other statewide funds had an earnings gain rate of 60.3 percent (N=803). Similar figures for PY01 were 83.7 percent and 57.1 percent respectively.

⁷ These questions are: (1) Utilizing a scale of 1 to 10, where 1 means 'very dissatisfied' and 10 means 'very satisfied,' what is your overall satisfaction with the services provided from a Washington State WorkSource Office or Workforce Development Program? (2) Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? One now means 'falls short of my expectations' and 10 means 'exceeds my expectations.' (3) Now think of the ideal service or services for a company in your circumstances. How well do you think the service or services you received compare with the ideal service or services? One now means 'not very close to the ideal' and 10 means 'very close to the ideal.'

14. State measure of participant satisfaction

Estimate: 86.0 percent. Prior results: 86.8 percent (90.1 percent WIA and 86.7 percent Labor Exchange from July 2002 through June 2003).

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title 1-B	13,036	90.6%
Labor Exchange	299,773	85.8%
Combined	312,809	86.0%

Description: The measure is based on survey responses from WIA Title I-B participants and Labor Exchange registrants. The estimate is the average of the percentage of respondents who reported overall satisfaction with program services and the percentage who said that program services met their objectives. Responses are weighted to reflect the actual number of WIA Title I-B exiters and Labor Exchange participants across programs and regions of the state.

Period: Survey of participants who exited from January 2004 through December 2004.

15. Federal measure of participant satisfaction

Estimate: 69.1 on a scale of 0 to 100. Prior results: 69.9 (74.9 WIA and 69.8 Labor Exchange from July 2003 through June 2004).

<u>Group</u>	<u>Number</u>	<u>Outcome</u>
WIA Title I-B	13,036	75.7
Labor Exchange	299,773	68.8
Combined	312,809	69.1

Description: The measure is based on surveys of former WIA Title I-B participants and Labor Exchange registrants. The estimate uses responses to the three federal questions that gauge participant satisfaction with services.⁸ The responses to these questions are converted to a satisfaction index with scores ranging from 0 to 100. Responses are weighted to reflect the actual number of WIA Title I-B exiters and Labor Exchange participants across programs and regions of the state.

Period: Survey of participants who exited from January 2004 through December 2004.

⁸ These questions are: (1) Utilizing a scale of 1 to 10, where 1 means 'very dissatisfied' and 10 means 'very satisfied,' what is your overall satisfaction with the services provided? (2) Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? One now means 'falls short of my expectations' and 10 means 'exceeds my expectations.' (3) Now I want you to think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? One now means 'not very close to the ideal' and 10 means 'very close to the ideal.'

Appendix 1: WorkSource Center Staff Survey Instrument

We would like your assessment of the progress that has been made towards building an integrated and efficient workforce development system at your WorkSource Center. In a system that is well integrated, for example, employers and job seekers encounter no obstacles arising from services being provided by different programs and funding sources.

The workforce development system includes partner programs that provide:

- job training
- employment services
- business services
- work-related support services
- adult education and literacy
- vocational rehabilitation
- secondary vocational education
- postsecondary vocational education

Please review the list of characteristics below and indicate the extent to which each characteristic currently exists at your WorkSource Center, where 1 is “Not At All” and 4 is “Completely.” Your answers will be kept confidential.

Characteristic	Extent to which characteristic currently exists				
	Not at All			Completely	Don't Know
	1	2	3	4	9
1. WorkSource staff are knowledgeable regarding the programs and services of other partners.					
2. Customer data (e.g., intake information) are shared efficiently among partner programs.					
3. Local programs and services are coordinated to avoid duplication of partner effort.					
4. Customers encounter no obstacles caused by services being provided by different programs and funding sources.					

Please Email or mail your completed survey to Barbara Mix (bmix@wtb.wa.gov) at the Workforce Training and Education Coordinating Board by June 4th. Thank you.

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Tab 10

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
July 7, 2005**

HIGH SCHOOL RESTRUCTURING

Background

The 2005 Legislature passed SHCR 4408 that creates a Joint Select Committee to examine the basic structure of middle schools and high schools. The committee is to look at models for middle and high school organization that successfully reduce dropout rates, accelerate achievement and provide more flexible options for students who are juniors and seniors, among other issues. The Committee will produce a report to the full Legislature in January, 2006. In conjunction with this legislative focus, the Office of Superintendent of Public Instruction is researching best practices for high school restructuring in the context of a standards-based, individual student-focused vision of secondary schools.

In addition to a state examination of high school, Congress is in the midst of reauthorizing the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins Act). Both House and Senate reauthorization versions continue support for the role of career and technical education in high school, but provide some new directions.

Attached is a draft concept paper for Workforce Training and Education Coordinating Board advocacy on career-related issues in the context of high school-restructuring. The paper identifies policy objectives that the Board might advocate for regarding high school restructuring, why the issue is significant, existing state and federal (Perkins Act) policy related to the issue, and related strategies in *High Skills, High Wages 2004*. In September, the Board will be asked to adopt an official policy position to guide advocacy efforts on high school restructuring issues.

Board Action Required: None. For discussion purposes only.

Workforce Training and Education Coordinating Board (Workforce Board) High School Restructuring Draft Policy Objectives

The Workforce Board has consistently been an advocate for preparing secondary students with the skills and knowledge needed to be competitive in today's economy. The following career-related policies could be explicit elements of a statewide vision of high school as the restructuring debate unfolds. They could also serve to inform Board discussions as the new Perkins Act is implemented in this state. They are presented here as a draft for purposes of Board discussion.

1. **Expansion of Intensive Career Guidance:** Implement a comprehensive guidance curricula in all middle school and high schools focused on individual student career interests.

Why: To influence student course-taking behaviors, increase retention and graduation, and improve transitions to post-graduate opportunities.

State policy: There is no specific state policy on career guidance. However, WAC 180-51-061 does require students to have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation. The same WAC also requires students to take an "occupational education" credit for high school graduation which is defined to include a requirement for students to "demonstrate knowledge of career options within the related pathway."

Also, WAC 180-56-245 requires secondary schools in the state to provide "a minimum of one full-time person...for counseling and guidance services." The Workforce Board is currently supporting replication in this state of the "Navigation" model for a comprehensive guidance system under the America's Career Resource Network (ACRN) grant (see below).

Federal Policy: The Perkins Act permits local recipients of funds to use funds "to provide career guidance and counseling for students participating in vocational and technical education programs."

The U.S. Department of Education also funds ACRN which is designed to provide information, resources and training on career and education exploration. The Workforce Board administers the program in this state.

Related High Skills, High Wages (HSHW) strategy:

Strategy 1.2.1: Develop individual career plans...to ensure all youth are aware of the link between learning and employment and their career options, including high-wage, high demand occupations, and nontraditional occupations.

2. **Development and Assessment of Career-Related Skills:** Require all high schools to teach employability skills and occupational specific skills. Skill standards for such skills should be identified and assessment tools for measuring the attainment of the skills should be developed.

Why: To enable all students to attain a foundation of employability skills and occupational skills needed to successfully progress in their chosen career.

Current policy: WAC 180-51-061 requires students to take one "occupational education" credit for high school graduation. Occupational education is defined as "a series of learning

experiences [that]...align with the definition of an exploratory [CTE] course..." established by the Office of Superintendent of Public Instruction (OSPI). OSPI has adopted program standards for exploratory and preparatory courses. Under these standards, students are required to (1) demonstrate leadership skills and employability skills and (2) demonstrate foundational and occupational specific skills required to meet current industry defined standards.

There is concern that this policy to teach work-related skills is not well known in local school districts and is over-shadowed by the focus on the Washington Assessment of Student Learning.

Federal Policy: The Perkins Act requires local recipients of funds to "strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs..."

Related HSHW strategies:

Strategy 1.3.5: Enhance "employability skills" training in workforce development programs.

Strategy 3.1.1: Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathways...

Strategy 1.2.3: Increase mentor and work-based learning opportunities for all students, and integrate those opportunities with individual career plans.

3. **Improvement of Student Transitions to Non-Baccalaureate Postsecondary Education and Training:** Provide programs of study that prepare students to efficiently pursue their individual high school and beyond plans. Such programs should provide students with the knowledge and skills needed to qualify for placement in a non-baccalaureate postsecondary education and training program that awards a credential or degree related to their individual career goal.

Career Pathways: Schools should provide applied learning opportunities, such as mentoring, work-based learning and exploratory and preparatory career and technical education courses, in fields of study or pathways articulated with postsecondary education and training.

Accountability: The K-12 accountability system should include a performance measure for the successful transition of high school graduates to postsecondary education and training.

Why: To enable students to efficiently pursue postsecondary academic and technical credentialing through learning options relevant to their chosen careers.

State Policy: RCW 28A.230.010 provides that "school district boards of directors shall identify and offer courses with content that meet or exceed...the courses required to meet the minimum college entrance requirements...and...course options for career development. Such courses may be applied or theoretical, academic, or vocational."

With respect to program options for career development, RCW 28A.230.130 provides that "all public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma.

Such programs may include career and technical (CTE) courses, including preparatory course that must ensure that students “be employment ready and/or be prepared for postsecondary options.”

With respect to the K-12 accountability system, OSPI is currently reviewing accountability for CTE programs. Also, ESSB 5732, passed by the 2005 Legislature, requires the new State Board of Education to adopt performance improvement goals in secondary career and technical education programs consistent with the Perkins Act.

Federal Policy: The Perkins Act requires local recipients of funds to (1) strengthen the “...academic, and vocational and technical, components of [vocational and technical] programs...through the integration of academics with vocational and technical education programs through a sequence of courses to ensure learning...” and (2) “link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech Prep programs.”

Perkins reauthorization bills pending in Congress require local recipients to link secondary and postsecondary CTE, including offering “model sequence of courses” or “career pathways” and/or implementing Tech Prep programs.

Related HSHW Strategies:

Strategy 1.1.3: Develop competency-based education and training programs and modular curricula and assessments that are linked to industry skill standards.

Strategy 3.1.1: Ensure all youth achieve the necessary core skills as established by industries in their chosen career pathways...

Strategy 1.3.1: Develop new programs and increase student enrollments in workforce training, especially in high-demand industry clusters such as health care and IT.

Strategy 1.2.3: Increase mentor and work-based learning opportunities for all students, and integrate those opportunities with individual career plans.

Strategy 1.3.3: Improve efficiency of student transitions by granting credit for prior learning, developing further statewide agreements for...articulation...

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 104
July 7, 2005**

Navigation 101

Navigation is a comprehensive guidance program developed by a team of educators and counselors in the Franklin Pierce School District. The program has been supported by the school district, the Office of Superintendent of Public Instruction, and the Workforce Training and Education Coordinating Board since its inception several years ago. It was designed to teach students the skills they need to be actively engaged in charting their own course through middle school, high school, postsecondary education, and adult life. It promotes parental involvement in the decisions their teens are making through student-led conferences. During these conferences, students analyze their past performance, discuss their future plans, and make educational decisions.

Navigation has been or is being implemented in high schools and middle schools within 33 districts. Early adopters have developed a comprehensive curriculum that has been instrumental in helping a school replicate the step-by-step, monthly lesson plans and tools that make *Navigation* a success. This program's success is demonstrated by measurable results: high parental involvement; improved academic attainment; and increased demand for higher level academic "gate-keeping" courses (Chemistry, Physics, and Pre-Calculus).

The Board will hear a presentation by Tim Stensager and Dan Barrett from the Franklin Pierce School District about the program as well as its expansion across the state through support with America's Career Resource Network funds (approved by the Board May 2005).

Board Action Required: None. For information only.

